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ABSTRACT

This discussion guide identifies significant concerns and provides background information to assist interested persons as they discuss teacher education and certification in Ohio. Part 1 explains the why and the how of the decision maker's role in discussing critical issues and making recommendations for revising standards. Part 2 (plus the appendix) outlines the current status of Ohio teacher education and certification. Part three capsulizes the current major reports and research by leading individuals and organizations. The fourth part, the working part of the guide, contains 21 discussion items for improving teacher education. In each case, some of the approaches being advocated by citizens and professional educators are described. The discussions that this document supports constitute the first of a three-phase revision of teacher education and certification standards. The certification regulations and requirements given in the 11 appendixes are printed on the left hand side of each page. The right hand side is left blank for recommendations. (JD)

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FOREWORD

The preparation of teachers for America's elementary and secondary schools is a vital concern. Teacher education and certification standards are intended to assure quality in the preparation of teachers. Standards for professional personnel were last revised in Ohio in the early 1970's with the exception of new administrator certification standards which were adopted in December 1983. While the present standards establish Ohio as a leader in education, recent research and significant changes in society indicate that more needs to be done. Ohio continues to seek ways to strengthen teaching and learning through responsible reform.

The State Board of Education has given the Ohio Teacher Education and Certification Advisory Commission the responsibility for recommending needed revisions in current teacher education and certification standards and for the development of institutional standards for the advanced preparation of professional school personnel. To accomplish this, the State Board has asked that a broad base of lay and professional thinking be used to provide the foundation for establishing new requirements.

This discussion guide identifies significant concerns and provides background information to assist interested persons as they discuss key issues surrounding education.

Individuals or groups who recommend changes in the standards should find the material in the guide helpful. Of particular interest are the twenty-one issues presented in Part Four. These will form the basis on which recommendations will be made by the Ohio Teacher Education and Certification Advisory Commission. Standards adopted by the State Board of Education, through the process outlined in this discussion guide, will significantly alter the preparation of school personnel who will be working in Ohio's schools well into the 21st century.

Your contribution is essential to the work of the Ohio Teacher Education and Certification Advisory Commission as it formulates recommendations for consideration by the State Board of Education.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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INTRODUCTION

This guide is provided so that you can make the most of your discussions which will lead to recommendations for new Ohio teacher education and certification standards.

It has four parts. Part One explains the why and the how of your role in discussing critical issues and making recommendations for revising standards. These revisions will enhance education in Ohio.

Part Two (plus the appendix) outlines the current status of Ohio teacher education and certification.

Part Three capsulizes the current major reports and research by leading individuals and organizations.

Part Four, the working part of the guide, contains twenty-one discussion items for improving teacher education. In each case, some of the approaches being advocated by citizens and professional educators are described.

You are asked to recommend approaches to these issues. You may support and recommend one or more of the approaches listed for each issue, or you may recommend other approaches. Additionally, if you wish to recommend changes in existing standards, or to suggest provisions for the new advanced preparation standards, you may refer to the appendix.

BUILDING ON MOMENTUM

Thanks for helping in another important step in Ohio's pursuit of educational excellence—enhancing the preparation of our teachers.

Your work will lead directly to the recommendation of new standards for teacher education and certification.

Why Should Standards Be Revised?

Ohio has a decade of experience at improving teacher education.

Newly certificated Ohio teachers are better prepared than ever before. However, since excellence is not accidental but the result of vigilance and hard work, the State Board of Education seeks to build on present progress. The Board resolved in April 1984 to review all teacher education and certification standards for possible revision.

The State Board of Education assigned the Ohio Teacher Education and Certification Advisory Commission the responsibility for recommending new standards in 1985, and appointed a committee of eight Board members to work with the Advisory Commission.

To formulate the new standards, the Advisory Commission will draw on the broadest possible base of lay and professional thinking on the key issues surrounding teacher education and certification. Your group will contribute to this effort.

The Commission will then recommend the following:

- Revision of standards for teacher certification
- Revision of standards for colleges and universities preparing teachers
- New standards for universities involved in the *advanced* preparation of professional school personnel

The Timing Is Right for Results

Several conditions guarantee results from your discussions.

First, the supply and demand ratio for teachers is changing. There is a need to recruit a new corps of teachers to replace veteran teachers who are approaching retirement, and to handle increasing enrollments. The time is ideal for updating standards.

Second, the teacher preparation institutions in Ohio are successfully completing a statewide effort, Redesign of Teacher Education. The recommendations from your discussions should build on the new design.

Third, citizen support for good schools is increasing. The combination of the recent recession with an ascending high technology economy has sharpened public consciousness of the importance of quality education in which the teacher is fundamental.

BUILDING ON MOMENTUM

The Process

Professional and lay groups like yours will be offering their best thinking on key issues in the preparation of school personnel. Those key issues are outlined in Part Four of this *Guide*. Your group may identify still others. You also may suggest specific changes in standards by using the response space in the appendix.

Proposals from these discussions then go to the Ohio Teacher Education and Certification Advisory Commission for deliberation. Commission members will draw on these proposals in making recommendations for new standards.

Discussions at the state level will involve four broad categories of participants: lay citizens, practitioners, higher education personnel and people from related education organizations.

Discussion Group in Action

Each of the discussion groups focuses on a common set of issues in teacher education and certification and makes recommendations for new standards. Since the issues are numerous and complex, the groups are kept to approximately fifteen people to allow for full discussion. To help groups begin deliberations, twenty-one critical issues are presented in Part Four as "Discussion Items." For each item, alternative approaches (solutions) are presented. Your group may develop other issues and approaches.

Thus, each discussion group's mission is to explore the issues and approaches, achieve consensus on an approach for each issue, and recommend that approach to the Ohio Teacher Education and Certification Advisory Commission.

The Impact of Your Work

In making your recommendations, you will shape public policy affecting the quality of education in Ohio. Since educators certificated under the new standards may work 30-40 years, your influence will carry deep into the 21st Century. The importance of the work warrants a mutual commitment of time and energy. Concerned participants will:

- study this *Guide*
- attend scheduled meetings
- work as a team
- propose solutions that strengthen teacher preparation

BUILDING ON MOMENTUM

Discussion Leader Responsibilities

The discussion leader ensures that issues are thoroughly clarified and discussed, that alternative solutions are fully explored, and that all individuals are heard.

Each leader will submit group recommendations to the Ohio Teacher Education and Certification Advisory Commission.

Do not use group time converting your thinking to the specialized language of standards. State your group recommendations clearly. The Advisory Commission will handle the wording for standards. In addition to recommending approaches to the 21 discussion items, your group may want to suggest revisions in existing certification standards presented in the appendices.

A Special Caution

We know how easy it is for discussion to drift to an entirely different subject. We need constantly to remind ourselves that we are discussing teacher preparation, not teachers and that we are talking about improving quality, not creating quality.

Checklist for Opening Meeting

______ 1. Introduce all participants, including self as leader.
______ 2. Distribute the *Discussion Guide*.
______ 3. Explain the purposes of standards revision.
______ 4. Explain the group's role in the process and the specific task to be accomplished.
______ 5. Establish agenda (timeline) for completion of the task.
______ 6. Review discussion techniques and procedures for consensus building.
______ 7. Agree to study the *Discussion Guide* before the second meeting.
______ 8. Determine the specific objectives for the next meeting.

BUILDING ON MOMENTUM

Checklist for Submitting Recommendations

The discussion leader is responsible for sending one copy of the *Discussion Guide* with all group recommendations to the Advisory Commission.

_____ 1. a. When consensus is obtained on an approach to an issue, circle the number of the approach. If the approach is a combination of the identified alternatives or one developed by the group, describe that approach.

_____ b. If consensus is not obtained and majority and minority reports are necessary, identify and briefly describe the source of differences.

_____ c. If the group identifies an issue not addressed in any of the discussion items, complete one of the forms on pages 53-57. Describe the issue and the selected approach in the space provided. Provide a brief rationale for the approach.

_____ 2. With the recommendations, submit a roster of all the participants with addresses, telephone numbers and occupations/professions.

_____ 3. Return the entire package by December 10, 1984 (participant roster and recommendations) to this address:

Ohio Teacher Education and Certification
Advisory Commission
Room 1012
65 South Front Street
Columbus, Ohio 43215

BUILDING ON MOMENTUM

Group Responsibilities

Overview of Purpose and Task

The first meeting should clarify for all participants why they are convened, the exact task and the necessity for commitment. The discussion leader presents the *Guide* and:

- Establishes specific objectives for the group
- Details the process for discussion of issues
- Emphasizes the need for consensus
- Describes the procedures for making recommendations

Specific objectives for each meeting can expedite completion. For example, objectives for the first meeting might well be clarification of all of the above plus agreement to study the *Guide* before the second meeting and to be prepared to discuss the first five discussion items. The leader would do well at the outset of the second meeting to achieve group consensus on a proposed timeline for completing the task, and to clear specific meeting dates.

Discussion Techniques

Participants should continually remind themselves to focus on discussion that leads to specific recommendations for standards. Veteran discussion leaders find that effective discussion involves focusing, listening, clarifying and summarizing.

Focusing. The leader must keep the discussion on track and move it toward a conclusion. Each participant, however, should also be ready to ask, "Are we on target? Can this concern really be addressed by a standard?"

Listening. Listening closely to others avoids sidetracking and lost time.

Clarifying. Clarification statements and questions minimize misunderstanding. Asking a member to clarify terminology or a line of reasoning can save considerable time.

Summarizing. Frequent summary statements are constructive. The leader should summarize points of agreement and points of contention.

Don't leave the bulk of the work for the last half hour. If the group is blocked on a point, consider bypassing it temporarily to stay on schedule.

Consensus Building

Participants may agree on an issue, but disagree on the solution; however, because the effort ultimately must result in a single set of standards, consensus is important. Some methods for achieving consensus are:

1. Establishing and following an agenda (timeline) assists in achieving consensus.
2. Using the discussion techniques (focusing, listening, clarifying, summarizing) promotes convergent thinking.
3. Focusing on one issue at a time assists in reaching closure.
4. Using facts and expert judgments to resolve conflict increases confidence.
5. Seeking additional information or posing different solutions enhances cooperative problem-solving.
6. Filing a minority report is useful as a last resort.

The greatest boon to consensus building is a group leader who helps the group to view itself as a team with a common mission.

The Next Step

Your recommendations, along with those of the other groups, go to the Advisory Commission. The Commission will develop a concept paper that will be sent to all discussion participants prior to regional meetings scheduled for spring 1985.

The testimony in regional meetings on the concept paper will be consolidated by the Advisory Commission and used to draft standards to be disseminated to interested persons before another round of regional meetings takes place in fall 1985.

After reviewing the results of these sessions, the Advisory Commission will finalize standards for recommendation to the State Board of Education.

Time Schedule for Revision of Teacher Education and Certification Standards and Development of Advanced Preparation Standards

September 29, 1984	Teacher Education and Certification Conference
October-December, 1984	Group Discussions
April, 1985	Concept Paper
April-May, 1985	Regional Meetings on Concept Paper
August, 1985	Draft of Standards
September, 1985	Regional Meetings on Draft of Standards
November, 1985	State Board of Education Hearing on Proposed Standards
December, 1985	State Board of Education Adoption of Standards
January, 1987	Effective Date of New Standards

OHIO TEACHER EDUCATION AND CERTIFICATION

Ohioans know the value of qualified teachers. As early as 1820, even before a school system was operating, citizens formed district committees to evaluate teacher performance. In 1825, the legislature passed the first certification law for Ohio teachers. Under early requirements, teachers were tested and issued certificates in the counties where they taught.

Types and Grades of Certificates

In 1935, Ohio enacted a law which centralized teacher certification at the state level.

This law called for specific types of certificates, including those for teachers, administrators, supervisors, school counselors, and school psychologists.

It also established four of the five present day grades of certificates: temporary, provisional, professional, and permanent (a one-year vocational certificate was legislated in 1972).

This same law gave the State Department of Education the authority to establish standards for the *preparation* and *certification* of school personnel in Ohio schools.

Establishing Responsibility and Authority

The State Board of Education institutes needed changes in teacher education and certification laws and regulations. In May 1972, the Board initiated an on-site evaluation procedure to monitor colleges and universities desiring to prepare teachers. The Board carries out the laws of the legislature and also provides a forum for needed changes.

Teacher Education and Certification Responsibilities

In 1958 the Division of Teacher Education and Certification was created and given the responsibility for (1) ensuring the implementation of standards and courses of study for the preparation of teachers; (2) providing for the inspection of institutions desiring to prepare teachers; (3) approving institutions that maintain good training procedures; and (4) ensuring that graduates of approved programs are issued appropriate certificates.

Today, the division annually processes more than 110,000 certification requests from Ohio and other states and countries. In addition, the division must ensure that all colleges and universities preparing teachers comply with State Board of Education standards.

OHIO TEACHER EDUCATION AND CERTIFICATION

Supply and Demand for Teachers

Expediency ruled teacher education and certification during the phenomenal post-World War II baby boom. During this time, Ohio and the rest of the nation were short of qualified teachers. But then Ohio school enrollment declined from 2.4 million students in 1972 to 1.9 million in 1982, a drop of 22 percent in a decade.

Redesign of Teacher Education

The sudden need for fewer teachers made it reasonable to focus more closely on improving the quality of teacher education. Therefore, Ohio launched a major advance in the professional preparation of teachers, which was termed *Redesign of Teacher Education.*

This process resulted in new teacher education standards which became effective in 1980. Colleges and universities were given six years to study, prepare, and develop curriculum prior to 1980. The lead time was needed because of the comprehensiveness of the redesign.

Advisory Commission

Attention to teacher preparation and certification led to the appointment by the State Board of Education of a broadly representative 15-member Ohio Teacher Education and Certification Advisory Commission. This Commission studies and makes recommendations regarding standards for teacher education and certification, reviews evaluations of college and university teacher education programs, investigates and makes recommendations from teacher supply and demand data, and analyzes reports on financial requirements for teacher education to the State Board of Education.

What Has Been the Result of Redesign?

Current Status Of Teacher Education

On-campus evaluations of all teacher education programs occur at least once during a five-year period. Since 1980, 39 of the 48 approved institutions have been evaluated. The remaining institutions will be evaluated during the 1984-85 academic year. Specifically, each evaluation has determined whether the college or university under review has restructured its teacher education program to meet Ohio's *Standards for Colleges or Universities Preparing Teachers.* A review of the evaluations clearly indicates that Ohio's colleges and universities have done so.

College faculty are providing stronger education programs because of major revisions in curriculum and instruction. For example, the teacher education curriculum for each teaching field is constructed from the knowledge, skills, attitudes and values needed for effective teaching. Also, through field experience and clinical preparation, the student is able to translate theory into practice.

Clinical experiences offer students highly controlled situations for acquiring skills needed in teaching. These experiences are closely supervised, and immediate feedback is given to reinforce learning. Field experiences help teacher candidates learn how to manage the classroom. They also develop an earlier, more firm commitment to teaching. An important side benefit is that candidates who discover early that teaching is not what they expected can make other career choices.

Recent graduates are reporting that these experiences give them on-the-job confidence. Also, administrators who hire beginning teachers are reporting that they are better prepared for the demands of the classroom.

National Recognition

Ohio has received national recognition for the clinical and field experiences that are provided early and continuously throughout the teacher education curriculum. The state's leadership position was reinforced recently when two Ohio programs competed with many others nationally for The Association of Teacher Educators Distinguished Program in Teacher Education Award. Of the three programs nationally rated, two, including the winner, were from Ohio.

Why Does Ohio Need to Revise Teacher Education and Certification Now?

Momentum is important for making responsible reforms in teacher education and certification. Ohio has made significant progress in teacher preparation. The time is right for building on the excellence already achieved. On-campus evaluations and current educational research indicate that some areas still need improvement. Those areas are as follows:

- Upgrading admissions, retention and exit requirements
- Improving courses of study including the body of academic knowledge needed for each certification field
- Increasing involvement of college faculty with school district personnel
- Selecting and training excellent cooperating teachers for field and clinical experiences and student teaching
- Increasing preparation which enables teachers to analyze and evaluate their own performance skills
- Developing standards to apply to other school personnel

These improvements can sustain the momentum begun by the *Redesign of Teacher Education*. Deliberate action can assure quality teacher education in Ohio.

OHIO TEACHER EDUCATION AND CERTIFICATION

Current Status of Teacher Certification

The following chart gives the number and percentages of certificated personnel now serving in Ohio public schools for each type of professional assignment.

Classification	Number	Percent
Classroom Teachers	75,906	63.15
Vocational Education	11,875	9.88
Special Education	10,524	8.76
Educational Service Personnel	10,079	8.39
Administrative/Supervisory	6,769	5.63
Other	5,041	4.19
TOTAL	**120,194**	**100.00**

This staffing pattern has remained relatively stable since 1976.

Ohio districts have the greatest need for librarians and teachers of industrial arts, mathematics, science, vocational education, and several special education areas. Conversely, there are more teachers than needed for business education, social studies, art, music, and physical education.

The Future—Your Influence Upon It

Even though Ohio has nearly enough teachers for the present, there is concern for the future. Each year since 1973 Ohio colleges have been preparing fewer teachers. Powerful factors are attracting people away from teaching careers. As a result, the state may be experiencing the beginning of a teacher shortage. For example, there already is a shortage of mathematics and science teachers.

Hence, considering the lead time needed to prepare teachers, now is the time to attract the best potential teachers to the profession. Immediate and long-range incentives for attracting and keeping good teachers will need to be developed.

You are about to make recommendations for accomplishing these goals.

Of interest are the factors that make teaching an exciting and compelling career. One condition that always attracts the strongest candidates to any profession is a challenging, well-respected preparation program.

MAJOR REPORTS AND RESEARCH

The purpose of this section is to provide a summary of ideas on the initial preparation and continuing professional growth of teachers as outlined in recent significant educational reports. Despite the diversity of the reports of the national commissions and individuals, there is agreement that excellent teachers are the key to quality education.

Running throughout the major reports and research on teaching are three central concerns:

- How to encourage qualified persons to become teachers
- How to retain excellent teachers in the profession
- How to improve teaching techniques to improve pupil learning

The reports and research agree that every improvement begins with initial training and ongoing opportunities for professional development.

They also agree that teachers should have more career options within teaching—for example, career ladders or programs for acknowledging master teachers. There is concurrence that teachers need opportunities to advance within the classroom setting.

Finally, although different solutions have been proposed, teacher proficiency is seen universally as the key to advancing Ohio education.

The condensed recommendations of reports and research studies are synthesized in the following pages and grouped into six comprehensive recommendations:

1. Improving the Status of Teaching
2. Improving Teacher Preparation
3. Linking Theory and Practice
4. Varying Classroom Strategies
5. Making Teacher Career Advancement Possible
6. Promoting Professional Growth

Each of the following recommendations consists of two parts: major reports and research (sources listed in the bibliography). As you read these, you will become aware that many have already been addressed in Ohio standards, that it is possible to incorporate others in new standards, and that some may not be addressed effectively by changes in teacher education and certification standards.

1. Improving the Status of the Teaching Profession

Major Reports

The Profession of Teaching Should be Improved

The reports agree that attracting strong candidates and retaining excellent teachers will improve the profession; three major incentives are proposed to accomplish this:

- Raising the status of the profession
- Improve working conditions
- Increasing teacher salaries to reflect professional responsibilities

The reports strongly endorse obtaining better qualified education students to improve the profession. One report, for example, recommends that every state and local education agency "drastically improve methods for recruiting, training, and paying teachers."

Research Findings

Teacher Educators Must Do Their Part to Improve the Teaching Profession

Many researchers identify the recurrent criticisms of teacher education across the nation. They also offer specific blueprints for change. The research studies and reports generally agree that responsible and effective reform in teacher education needs to be based on the following findings:

- Commitment to change must occur at top levels
- Improvements need to draw on research
- Piecemeal reform is ineffective
- Reforms need to be long-range efforts with sufficient resources for implementation
- Reciprocity in honoring credits is needed among teacher colleges to assist teachers in pursuing graduate courses
- Consideration needs to be given to time and place of graduate courses to improve access for teachers pursuing graduate studies

2. Improving Teacher Preparation

Major Reports

The Teacher Training Curriculum Needs to be Reexamined

Many reports note that schools of education need to upgrade curriculum. There is a need to

- Increase the academic preparation of teachers
- Provide knowledge and skills appropriate to the promotion of learning
- Involve master teachers in designing and guiding student teacher experiences
- Provide college and university professors with more experiences in school life

The reports acknowledge that teacher education curriculum must include attention to valid research. At the same time, the reports recognize that classroom activities refine theory and practice.

MAJOR REPORTS AND RESEARCH

Teacher Training Needs to be Improved

More rigorous preparation for potential teachers is recommended. Teacher candidates should be challenged to meet higher academic standards, to demonstrate their aptitude for teaching, and to master one academic discipline (such as English, history, or mathematics).

Reports concur that better academic and professional preparation (in methods of teaching and in understanding students) is needed. Also, teacher candidates should have sufficient opportunities to practice the art of teaching. A fifth year of preparation, for instance, would give students more time for mastering teaching skills. Another recurrent suggestion is for a post-baccalaureate, entry level seminar. This would be for first-year teachers and would involve guidance from experienced teachers and professors.

Research Findings

Undergraduate Teacher Education Needs Intensification

Teacher educators agree that undergraduates should receive a strong liberal arts background, studies in social and behavioral sciences, familiarity with the foundations of education, teaching knowledge and skills, and extensive course work in the subjects they plan to teach.

The curriculum should prepare prospective teachers to acquire knowledge, apply knowledge, and generate new knowledge about effective teaching and learning.

Future teachers should be adept at directing their own learning, teaching others how to learn, and proposing research and theory to help others become better learners.

Teacher education would gain from a more effective interchange of knowledge between university and school.

The Redesign of Teacher Education Should Build on the Knowledge Base of Teaching and Learning

Reports indicate a strong consensus that teacher education should draw on existing research in teaching and learning. The improvements thus sought fit into these categories:

- Increasing the academic preparation of teachers—including exposure to research findings and methods
- Focusing clinical training on certain key teaching strategies
- Integrating theory and practice—drawing on the knowledge of both college and school personnel who would supervise the clinical experiences

Preparation of Teachers Should Include Greater Breadth and Depth in Clinical Training

The need for more comprehensive clinical experiences is stressed in many of the reports. Some recommend that clinical experiences should focus on four essential areas:

- Design of schools
- Design of curriculum
- Design of teaching
- Nature of students

All Teachers Should Possess a Common Base of Knowledge and Skills

According to the American Association of Colleges for Teacher Education, teacher education would be improved by emphasizing the following abilities:

- Analyzing and interpreting the needs of different students
- Designing materials and activities to enhance creative instruction to meet students' needs
- Leading the classroom in ways that enhance learning
- Creating a positive climate for learning
- Assessing student learning
- Communicating clearly with parents

To acquire these abilities, prospective teachers need early exposure to clinical experiences and skilled teachers. They also would benefit from early opportunities to practice skills.

3. Linking Theory and Practice

Major Reports

The Nature of Teacher Certification Needs to be Reexamined

There are two conflicting recommendations about teacher certification. Some reports recommend that certification standards be changed in specific ways to assure that teachers be better qualified before they receive certification. On the other hand, some reports recommend that equivalent professional training be recognized. One task force, for instance, states that "certification rules should be flexible enough to encourage qualified persons" from a variety of fields such as business and technology to "serve in the public schools."

MAJOR REPORTS AND RESEARCH

Research Findings

Teacher Educators Should Collaborate With Public Schools

Teacher educators need to base their research in work experiences in the field.

Some suggest that professors of education should teach periodically in elementary and secondary schools.

There is clear agreement that collaboration between teacher educators and school personnel will provide a strong connection between theory and practice.

4. Varying Classroom Strategies

Major Reports

Teachers Should be Able to Use a Variety of Teaching Methods to Meet Students' Needs

Many reports press the need to help teachers increase their repertoire of classroom skills.

All teachers need to be able to

- Teach in different ways depending on the purpose of instruction
- Keep students engaged in tasks
- Diagnose students' learning problems
- Teach analytical and reasoning skills
- Vary instruction for different sized groups
- Provide individual instruction

Such a variety of teaching methods may require smaller classes to provide more time to coach each student. The use of a greater variety of teaching styles will elicit more student involvement.

Most reports indicate that students should assume more responsibility for their own learning. Teachers, therefore, need to become more skilled in helping students become independent learners.

Research Findings

Beginning Teachers Need Special Attention to be Successful

New teachers need support through

- Time to study and reflect on their classrooms
- Mentors with whom to discuss concerns and reach new understandings
- Discussion about how they are doing
- Help in understanding the organization of the school

MAJOR REPORTS AND RESEARCH

Teachers Should Know and Use Methods of Effective Instruction

Teachers should know and use current research on effective instruction.

Knowing about such teaching strategies is one thing; using them is another. New teachers need time to practice.

Evaluations Should Improve Teacher Competency

Effective evaluation procedures should be ongoing, should provide formative feedback or advice, and should recognize good performance. An evaluation plan should capitalize on teachers' strengths.

Teachers Need to Practice New Skills in Their Classrooms

Studies have shown there is a vast difference between knowing and doing.

Several studies suggest that knowledge must be reinforced by practice in the school setting. When practice occurs and the teacher is coached about what he or she did correctly, there is a greater likelihood the teacher will use the new knowledge and skills in the classroom.

According to some researchers, there are five components necessary for teachers to become more effective in using different teaching strategies . They must

- Understand the theory
- See the theory demonstrated or modeled
- Practice the ideas
- Obtain feedback about the performance
- Receive coaching in refining the ideas or skills

5. Making Teacher Career Advancement Possible

Major Reports

The Profession Should be Restructured to Provide More Career Opportunities for Classroom Teachers

Most reports note that as the profession is now structured, few options for career advancement now exist for the classroom teacher. Thus, many reports recommend that more roles and responsibilities be built into teaching and that there be career ladders and differing career paths that teachers may select.

Opportunity to advance as a teacher without having to leave the classroom is endorsed by most of the commissions.

MAJOR REPORTS AND RESEARCH

6. Promoting Professional Growth

Major Reports

Linking Certification to Continuing Education

Being a professional implies lifelong learning. All professionals refine their knowledge through continuing education. The reports recommend that learning be linked to maintaining teaching credentials. Increasing professional expectations about the need to keep current with new knowledge will help teachers achieve and sustain excellence.

Research Findings

Adults Need Variety and Flexibility in Continuing Education

Great variability exists among adult learners. Individual differences among people increase with age. Adults exhibit greater differences in learning styles, learn at different rates, and have wider experiences upon which to draw.

These differences in adult learning styles have implications for approaches to the continuing education of teachers. Programs that help teachers improve will need to include several elements:

- Involvement of the participants
- Flexibility and freedom of choice
- Different types of learning formats
- Reflection of the real-life needs of teachers
- Time for follow-up
- Individual and group learning experiences

Summary

Some of the major ideas in today's reports and research on teacher education have been presented in the previous pages. This material should be helpful as you begin your work on the critical issues in Part IV.

DISCUSSION ITEMS

Twenty-one of the critical issues of teacher education and certification are presented here, along with various approaches which might solve the issues. You may well develop others.

Your discussion should result in approaches for dealing with these issues which can be stated as teacher education and certification standards.

Your group is not expected to use the language of standards, but to put down in clear statements the solutions developed by your discussion.

In fact, if your group accepts one of the approaches offered, it is necessary only to circle the number of that approach. You do not need to recommend an approach precisely as written. For example, your group might "recommend approach 3, minus subsections e and g," or "approach 4, plus clinical supervision."

Another point to remember is that you are addressing *standards, not laws*. The State Board of Education has the authority to adopt standards, and you are invited to help with the development of these. Only the legislature has the authority to enact laws (statutes), not the State Board.

Finally, as you recommend an approach, please keep in mind that the basic goal is to attract and retain the best possible teachers for the classrooms of Ohio.

A Supply of Outstanding Teachers	1. Recruitment
	2. Admissions
	3. Assessment of Teachers for Certification
	4. Beginning Teachers
	5. Teaching Experience as a Criterion for Special Education Certification
	6. Teacher Certification Options
	7. Lifelong Learning
	8. Waiver Clauses
Teacher Education Programs	9. General Education
	10. Course Work in Candidates' Chosen Teaching Fields
	11. Research on Teaching
	12. Clinical Experiences
	13. Field Experiences
	14. Planning and Management
	15. Today's Basics
	16. Problem-Solving and Thinking Skills
Specialized Knowledge and Skills	17. Cultural Diversity
	18. Individual Differences
	19. Teaching in the Middle Grades
	20. Teaching the Gifted
	21. Working Together

DISCUSSION ITEMS

A Supply of Outstanding Teachers

Excellence depends on people. For this reason, there is competition for outstanding individuals in most professional fields.

The first cluster of discussion items addresses the issues involved in attracting potentially outstanding teachers and ensuring that they are supported in career-long professional development. The items are as follows:

1. Recruitment
2. Admissions
3. Assessment of Teachers for Certification
4. Beginning Teachers
5. Teaching Experience as a Criterion for Special Education Certification
6. Teacher Certification Options
7. Lifelong Learning
8. Waiver Clauses

Discussion Item 1: Recruitment

Should standards specify how colleges and universities recruit students into teacher education?

Standards call for "continuous recruitment and counseling" to enlist outstanding teacher candidates. Recruiters of teacher candidates, however, encounter certain disadvantages; for example, students with higher academic ability tend to choose other fields. Also, recent research shows that opportunities now are available in other fields to women and minority students who traditionally chose teaching.

Some educators believe that recruiting better students into teacher education is one answer to quality education. Others refer to studies which claim that "people select themselves into teaching; they are not recruited."

Approaches

1. Standards should require colleges and universities to develop more aggressive recruiting and follow-up counseling procedures. Recruitment should include the following components:

   a) criteria for the identification of potential candidates;
   b) a formal plan for recruitment;
   c) assignment of recruiting responsibilities to qualified individuals;
   d) periodic contact with potential applicants;
   e) the regular distribution of information about the institution;
   f) follow-up counseling to encourage commitment to teaching;
   g) periodic evaluation of the effectiveness of recruitment practices.

DISCUSSION ITEMS

2. Standards should require each college or university to recruit potentially outstanding teachers. Recruitment procedures should include the identification of students who score at or above a given level on college entrance examinations. These high school students should be contacted and encouraged to enroll in teacher education.

3. Standards should require that each college or university actively recruit non-traditional students (such as older students) and individuals from other professions who might be considering career changes.

4. The current standard adequately provides for the recruitment of potentially outstanding teachers.

5. Other Approaches:

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Discussion Item 2: Admissions

Should admissions standards for teacher education students be more specific?

Standards address admissions by stating that "teacher education students shall be selected and admitted pursuant to criteria which are conducive to the acquisition of the knowledge, skills, attitudes, and values necessary for becoming an effective teacher." *Attitudes* and *values* are defined as "those characteristics necessary for a prospective teacher to successfully contribute to pupil growth; development; and tolerance for, and understanding of, human diversity."

Academic ability and achievement are important to teaching; so, too, is mastery of the basic skills of communication and mathematics. Teachers must also be prepared (as now required in Ohio) to work effectively with school-age youth regardless of race, sex, political affiliation, religion, age, or socioeconomic status.

In an effort to bolster admissions policies, it has been recommended that prior to admission, prospective teachers demonstrate—through testing—the basic knowledge and skills essential for effective teaching, including proficiency in reading, writing and mathematical skills.

DISCUSSION ITEMS

However, there is a concern that admissions policies based only on minimum scores might tend to attract more students who score near the minimum. Education could be better served if colleges were encouraged to compete for high ability students. For example, an admissions policy might state that at least 50 percent of those entering teacher education annually must have scored above the median for college-bound seniors on the American College Test (ACT) or some similar measure. This kind of policy would ensure that the size of the entering group is controlled by the number of high scoring students the college could attract.

Approaches

1. Standards should require colleges and universities to assess the reading, writing, and mathematical skills of candidates as a condition for admission. The results of the assessments should also be used to diagnose student needs and to place students in appropriate learning situations.

2. Standards should require that colleges and universities establish procedures for selection of teacher education students involving several criteria that include the following:
   a) assessment of reading, writing, computer and mathematical skills;
   b) general academic aptitude and achievement;
   c) a demonstrated ability to work effectively with others regardless of differences in race, sex, political affiliation, religion, age or socioeconomic status; and
   d) an interest in and ability to work effectively with school-age youth.

3. Standards should require that:
   a) each college establish criteria for admissions that all individuals must meet regarding aptitude, achievement, and communication skills and that
   b) all colleges demonstrate that at least 50 percent of each group admitted to teacher education annually scored above the median for college-bound seniors on the American College Test (ACT) or the Scholastic Aptitude Test (SAT).

4. Standards should require that colleges and universities admit teacher education students using criteria and procedures derived from reliable research findings on the characteristics of effective teachers.

DISCUSSION ITEMS

5. Other Approaches:

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Discussion Item 3: Assessment of Teachers for Certification

Should standards prescribe assessment procedures for recommending candidates for initial certification?

Teacher education institutions determine candidacy for initial certification on the basis of completion of prescribed courses, including a teacher education program involving clinical and field experiences.

In recognition of a need to enhance further the quality of teacher education, the Ohio Teacher Education and Certification Advisory Commission passed a resolution calling for the State Board of Education to adopt more prescriptive assessment procedures for prospective teachers. The assessment procedures are intended to ensure that teachers have the basic knowledge and skills essential for effective teaching: (1) basic verbal and mathematical skills; (2) content knowledge in the areas of specialization for which certification is sought; and (3) the professional knowledge needed for proficiency in performing teaching responsibilities.

In a concept paper developed and disseminated to professional educators and interested citizens, the Advisory Commission identified four levels at which assessment should occur:

(a) verbal and mathematics skills should be assessed prior to admission to teacher education;
(b) knowledge of the teaching field (e.g., mathematics) should be assessed at the completion of course work;
(c) student teaching performance should be assessed by the use of systematic evaluation procedures; and
(d) communication skills, general knowledge, and common professional knowledge and skills necessary for teaching should be assessed *prior to recommendation for certification.*

DISCUSSION ITEMS

Approaches

The Ohio Teacher Education and Certification concept paper calls for assessment at four points. Recommend approach "a" or "b" or other approaches for each of the points 1-4.

1. Assessment of Basic Skills Prior to Admission to Teacher Education
    a) Colleges or universities should design or select procedures for assessing verbal and mathematical skills and submit them to the Ohio Department of Education for approval.
    b) The Ohio Department of Education should select procedures for assessing verbal and mathematics skills and determine the appropriate passing score.
    c) Other Approaches:

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2. Assessment of Knowledge of Teaching Field
    a) For each area of secondary and K-12 certification, an individual should demonstrate knowledge and skill for the teaching field by establishing a minimum cumulative grade point average of 3.0 in that field at the completion of course work; and for elementary and special education fields, an individual should demonstrate knowledge and skill by establishing a minimum cumulative grade point average of 3.0 in the content core or area of concentration at the completion of course work.
    b) An individual should demonstrate knowledge and skill by achieving a passing score on a test designed or selected by the teacher education institution to measure that knowledge. This test would be administered at the completion of course work.

DISCUSSION ITEMS

c) Other Approaches:

3. Assessment of Student Teaching Performance.
   a) Colleges and universities, with the assistance of cooperating teachers, should develop and implement systematic procedures for evaluating student performance during student teaching and submit those procedures for approval to the Ohio Department of Education.
   b) Colleges and universities, with the assistance of cooperating teachers, should select an already existing systematic procedure for evaluating student performance during student teaching. The procedures should be submitted for approval to the Ohio Department of Education.
   c) Other Approaches:

4. Assessment Prior to Recommendation for Certification.
   a) The Ohio Department of Education should select and prescribe an already existing standardized examination that would assess the individual's communication skills, general knowledge, knowledge of the teaching field, and common professional knowledge and skills.

b) The Ohio Department of Education should develop an examination that would assess the individual's communication skills, general knowledge, knowledge of the teaching field, and common professional knowledge and skills.

c) Other Approaches:

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5. No change in present standards should be made.

Discussion Item 4: Beginning Teachers

Should standards require that beginning teachers have entry level support and/or additional college preparation?

New teachers take responsibility for the education of students without any formal program of support during the first year on the job (i.e., entry year). While other professions have internships and junior partnerships, education provides only four years of preservice preparation. Neither school districts nor teacher preparation institutions are obligated to provide special support for beginning teachers as they enter the real world of teaching.

The current standards require field-based experiences during the four-year college program to prepare teachers for the classroom. The field experiences have been successful. However, it appears that supervision and support during the first year of teaching would enhance classroom instruction and further prepare the new teacher for a life of professional practice.

A related concern is whether the four-year program can do all that is needed to prepare teachers. Proponents of teacher education with a liberal arts emphasis have suggested that teacher candidates complete a baccalaureate degree program prior to two years of professional training, including a one-year internship. Others believe that an entry-year program following the four-year college program could provide sufficient support for the new teacher.

DISCUSSION ITEMS

Approaches

1. Standards should require teacher preparation institutions to work with school districts to develop and implement an entry-year program. Beginning teachers would be issued a one-year entry certificate and receive the salary and benefits accruing to first-year teachers. Teachers should be required to have satisfactorily completed an entry-year program to be eligible for provisional certification.

2. Standards should require that the initial college preparation program include an additional year of training devoted to professional courses and "on-the-job" activities involving extensive planned field programs and related seminar and clinical experiences.

3. Teacher certification standards should require a liberal arts bachelor's degree, including pre-professional studies in education (orientation to education careers, introduction to teaching methods) prior to entry into a two-year professional program. The professional program would include a one-year internship during which teachers would receive salary and compensation as a first-year teacher.

4. Current standards are adequate.

5. Other Approaches:

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Discussion Item 5: Teaching Experience as a Criterion for Special Education Certification

Should standards require that applicants for special education certification have prior teaching experience?

There is debate as to whether satisfactory teaching experience in a regular classroom should be required before teachers are eligible for special education certification. One point of view is that teachers should have demonstrated satisfactory performance in a non-special education class and in working with school personnel prior to being accepted into training for specialist positions. Proponents cite difficulties in getting specialists to understand their role in the overall mission of the school.

DISCUSSION ITEMS

Opponents of requiring prior teaching experience for special education certification claim that (1) there is no conclusive evidence that such experience will ensure competence or an improved understanding by specialists of their role in the school and (2) there is no other area of certification that requires satisfactory teaching experience as a condition for certification.

Approaches

1. As a condition for acceptance into a program to prepare special education teachers, standards should require satisfactory teaching experience in a non-special education class in a chartered or approved school.
2. Teacher certification standards should require the equivalent of satisfactory teaching experience as a condition for special education certification.
3. Current standards are adequate.
4. Other Approaches:

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Discussion Item 6: Teacher Certification Options

Should standards provide individuals with more than one way to prepare for certification?

There have been challenges to the current practice of providing only one path toward teacher certification. Two related points of view have been expressed. One is that liberal arts graduates should be considered for classroom teaching. Such graduates, proponents state, have academic preparation appropriate to secondary education. A related view is that persons who have been employed successfully in fields involving school subject matter, such as biology, could make the transition to teaching. In both cases, these prospective teachers would hold a bachelor's degree but would need certification to be employed by school districts.

DISCUSSION ITEMS

Approaches

1. Standards should provide for the certification of liberal arts graduates upon the recommendation of a college or university. Such recommendations would be in accordance with State Department of Education guidelines including (a) a demonstrated ability to work effectively with school-age youth; (b) a minimum grade average overall and in the major field of study; and (c) minimum scores on tests of communication skills, general knowledge, and knowledge of the teaching field. Certification would be for the major field of study.

2. Standards should allow for school districts to recommend individuals for certification on the basis of established needs. Such individuals would need to (a) hold a bachelor's degree, (b) demonstrate an ability to work effectively with school-age youth, (c) demonstrate success in an occupation related to the proposed teaching field, and (d) achieve a minimum score on tests of communication skills, general knowledge, and knowledge of the teaching field.

3. Standards should provide for an alternate method of training prospective teachers involving a pre-certification internship. Qualifications for enrolling in the program would include possession of a bachelor's degree. During the internship year, the teacher candidate would teach on a temporary certificate. Provisional certification would be contingent upon satisfactory teaching and successful completion of the program.

4. Standards should make no provision for initial certification except through an approved program.

5. Other Approaches:

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DISCUSSION ITEMS

Discussion Item 7: Lifelong Learning

Should standards require continuing education?

The knowledge, skills, and technology for teaching are growing rapidly. To stay current in education, teachers need to know about recent research and developments in their fields.

Although the idea of lifelong learning includes both one's personal and professional life, standards speak to it only in terms of requirements for renewing and upgrading certification. Current standards, in general, require satisfactory teaching *and* additional course work for upgrading certification (to professional and to permanent grades); however, they require only satisfactory experience for renewal of certification. Permanent certification, once attained, requires no further course work.

Specific questions regarding the renewal of certification include the following: (1) Is satisfactory experience an adequate requirement? (2) What alternatives are there besides additional course work? (3) Should requirements be consistent across all types of certification (e.g., supervisors and counselors are required to have additional course work to renew; teachers are not)?

Proponents of on-going education in teaching fields want standards to be specific about course work for renewing and upgrading certificates. Some want to limit the number of times an individual may renew provisional certification.

A number of educators advocate a master's degree in the teaching field as a minimum requirement for upgrading provisional certification to professional status, in addition to eight years of satisfactory teaching. This would involve advanced training in both the teaching field and the methodology of teaching. In addition, many believe that the qualifications for permanent certification should be more stringent.

Finally, referring to the differing requirements for renewing and upgrading, many educators suggest that the requirements be made consistent across all certification fields, grades and types.

Approaches

1. Standards should make the requirements for renewing provisional and professional certification consistent for all teaching fields. Current renewal requirements should specify a minimum of college course work and/or continuing education units (CEU's) related to the teaching field and general education. Provisional certification should be renewable only once, thus limiting provisional status to eight years.

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2. Minimum requirements for upgrading to *professional* status should include four years satisfactory experience in the teaching field and either a master's degree in the teaching field or a master's degree in another education area. Requirements for *permanent* certification should include four years of outstanding achievement in the field under professional certification plus post-master's degree study.

3. The procedures for upgrading to professional and permanent certification should prescribe further studies in general education and the teaching field involving clinical supervision of skill development, and should require participation in research on problems germane to the teaching field.

4. Current standards are adequate.

5. Other Approaches:

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Discussion Item 8: Waiver Clauses

Should standards require that previously certificated personnel meet the new standards for renewing and upgrading certification?

School personnel in Ohio have historically been able to renew certification under conditions which were in effect when certification was granted. For example, a principal who was issued provisional four-year certification prior to 1964 has been permitted to renew certification every four years with no additional course work. A principal who has been issued four-year certification since 1964 must complete an additional six semester hours of graduate credit every four years to renew. As new standards have gone into effect, as they did in 1964 and 1972, persons certificated under prior standards have had the option of renewing certification according to previous requirements. For such persons, new requirements for renewal of certification were "waived."

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Requirements are not waived, however, for higher grade certification. To upgrade certification, the principal who has been renewing four-year certification every four years with no additional course work, must meet current requirements of an additional fifteen semester hours of post-master's study in professional education and related disciplines and three years (twenty-seven months) of satisfactory experience.

When new standards are adopted by the State Board of Education, the effective date is always at least one year later. (This provision permits individuals and institutions to make necessary changes to meet the new requirements.)

Because teacher education and certification standards are intended to help ensure quality elementary and secondary education, many have argued that new standards should not include a waiver clause. The standards should apply to currently practicing professionals seeking to renew or upgrade certification as well as to those individuals seeking initial certification.

Approaches

1. Requirements for renewing and upgrading certification should apply to all certificated individuals in Ohio, regardless of when they initially received certification.

2. Waiver clauses should be retained to provide for renewal of certification under conditions in effect at the time certification was originally granted.

3. Other Approaches:

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DISCUSSION ITEMS

Teacher Education Programs

Ohio law requires the State Board of Education to prescribe standards and courses of study for the preparation of teachers and to approve institutions that maintain satisfactory training procedures.

The discussion items in this section focus on the structure of teacher preparation: general education, academic concentration, and professional training. The items are as follows:

9. General Education
10. Course Work in Candidates' Chosen Fields
11. Research on Teaching
12. Clinical Experiences
13. Field Experiences

Discussion Item 9: General Education

Should standards define and/or further prescribe general education?

General education is intended to provide teachers with a breadth of understanding so that they may carry out their responsibilities with students.

At least two concerns surface regarding the general education of teachers. One is whether the program is designed to ensure that prospective teachers are exposed to the major currents of human experience and knowledge. The second concern is whether the number of courses required in general education is sufficient for all teaching fields. Currently, candidates for secondary school certification need to complete thirty semester hours of general education studies. Sixty semester hours are required for elementary teacher education candidates.

Proponents of an expanded general education for teachers would require the study of natural, physical and social sciences; history and philosophy; language and mathematics; and literature, music and the arts. Their belief is that teacher education should focus on the relationships among fields of knowledge and promote a spirit of inquiry where skills of analysis and synthesis are developed. This, they say, would provide teachers with an expanded range of intellectual resources in the classroom and in other changing environments. These skills and abilities are beyond those addressed in the more technical aspects of teacher preparation.

Some educators believe that under present standards teacher education students tend to elect introductory course work in several fields, thereby receiving too shallow a general education. They propose setting criteria to assure that students are challenged to study one or several fields in greater depth. The rationale is that such challenges promote critical thinking and a more sophisticated understanding of human experience, both of which are important to effective teaching.

DISCUSSION ITEMS

Approaches

1. Standards should require the same general education for all teachers. Additionally, standards should clearly distinguish between general education and professional education requirements to ensure adequate preparation in each area.

2. Standards should specify minimum requirements in the following fields and apply them to all teacher candidates: natural, physical and social sciences; history and philosophy; language and mathematics; and literature, music and the arts.

3. Standards should prescribe general education studies to include a breadth of knowledge plus in-depth study of disciplines determined to be useful to specific teaching fields.

4. Current teacher certification standards are adequate.

5. Other Approaches:

Discussion Item 10: Course Work in Candidates' Chosen Teaching Fields

Should standards be more specific concerning the nature of course work in the teaching fields?

A teaching field refers to an area of certification, such as secondary mathematics. Most of the seventy-seven teaching fields (Appendix D-3) relate specifically to an academic subject. The general teaching field categories are elementary education, special education, vocational education, secondary subject areas, and K-12 specialty areas.

Command of a teaching field involves knowing:

a) the accepted principles and facts of the field (the content)
b) the scope of inquiry (breadth of content)
c) the methods for generating knowledge (experimental research, historical research, creative work)
d) the means for communicating in that field (research reports, works of art, verbal debate)

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Many believe that teacher candidates should be offered more preparation in their teaching fields. The structure of individual courses and the sequence of studies throughout the program could be intensified and enriched for the candidate, and higher grades could be expected in the chosen teaching field.

Approaches

1. Teacher certification standards should specify the quantity and sequence of course work in each teaching field including related subjects. The amount of course work should be equivalent across all teaching fields.

2. Teacher education standards should specify the scope and sequence of studies to be developed for each teaching field by teacher education institutions. Rather than increase the amount of necessary course work, standards should intensify and enrich learning opportunities.

3. Standards should require that the sequence of studies for a particular teaching field be developed at each institution by a team consisting of faculty from that field and related fields in conjunction with education faculty.

4. Standards should require completion of a thesis-style paper (or other equivalent project) on a problem in the candidate's field or completion of quarter-long work experience in a research or applied setting related to the field.

5. Current standards are adequate.

6. Other Approaches:

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DISCUSSION ITEMS

Discussion Item 11: Research on Teaching

Should standards specify how research is used in teacher education?

Each profession has an established knowledge base that practitioners apply in specific circumstances to solve problems. Teaching should be no different.

The standards provide for each teacher education program in Ohio to be based on "the body of knowledge, skills, attitudes, and values determined essential for effective teaching...for each field."

Most educators agree that the professional education knowledge base is substantial and growing rapidly. They would also concur that it should be used to prepare teachers and that teachers should apply this knowledge in the classroom.

Historically, the knowledge base for teaching has been constructed from psychology and philosophy and from three other sources: research on teaching and learning, analysis of life in classrooms, and personal wisdom (ideas which teachers have found to be useful in the classroom). In the past two decades, research has expanded the knowledge base for teaching. As a result, many persons now demand the systematic use of research in teacher preparation, *and* they also expect teachers to use research in their classrooms.

Approaches

1. Standards should require that the "body of knowledge, skills, attitudes, and values..." be based on reliable research on teaching, learning, and school improvement. Further, teacher education institutions should provide evidence that their approaches to teacher education are substantiated by reliable research.
2. Standards should require that the performance of teacher candidates in clinical and field experiences be planned, supervised, and evaluated on the basis of reliable research.
3. Standards should require that institutions evaluate their teacher education programs at least once every five years and make necessary changes to assure consistency with reliable research findings.
4. Current standards are adequate.

DISCUSSION ITEMS

5. Other Approaches:

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Discussion Item 12: Clinical Experiences

Are current standards for clinical experiences sufficient?

The current standards require that clinical experiences be an integral part of teacher education [See Rule 3301-25-02 (C,E)]. These standards state that each teacher education student shall satisfactorily participate in clinical experiences that present individual cases or problems involving the application of principles and theory in teaching and learning.

Clinical experiences, when carefully organized and sequenced, can be a most effective technique for preparing teachers. There have been questions, however, about whether current standards are sufficiently specific to ensure appropriate placement of clinical experiences in the curriculum. Related to this is a concern about the kind of clinical activities that are provided. Most educators believe that they should involve the activities of a teacher —diagnosing student needs, adjusting instructional strategies, questioning. But there is little agreement on whether clinical experiences should take place in a controlled laboratory setting or in a classroom or in both. Nor is there consensus on whether programmed self-learning modules qualify for clinical experience in place of individual practice under the supervision of a faculty member.

Under current standards, faculty who supervise clinical experiences must meet the same qualifications as other teacher education faculty. Because of the increasing importance of clinical instruction, there have been proposals to require clinical faculty to have special training.

A final concern relates to the amount of time that should be allocated for clinical experience. Standards now call for one quarter (approximately 300 hours) of clinical and field experience prior to student teaching. The concern has to do with the balance of time between clinical and field experience.

DISCUSSION ITEMS

Approaches

1. Standards should define clinical experience in terms of (a) the setting and activities and (b) the nature of planning, supervision, and evaluation.
2. Standards should prescribe the sequence of clinical experience, should specify a minimum amount of time teacher candidates should spend in clinical experience, and should provide for individualization of clinical experiences.
3. Standards should prescribe the knowledge, skills, attitudes, and values to be practiced in clinical experiences.
4. Standards should prescribe minimum qualifications for clinical instructors.
5. Current standards are adequate.
6. Other Approaches:

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Discussion Item 13: Field Experiences

Should standards further prescribe field experiences?

All students in Ohio teacher education programs participate in field-based experiences with pupils throughout their programs, culminating with the full student teaching experience. The purposes are for students to become familiar with the teaching role; to participate in classroom work while they are learning; and to practice using their knowledge and skills under careful supervision as they develop as teachers.

Standards have specific requirements for these field experiences [See Rule 3301-25-03 (D,E)]

Proponents of field work suggest that simply being in a school does not maximize the benefits of field experiences. Students in teacher education should have field experiences that are planned according to specific objectives and arranged in a sequence that promotes the development of skills and confidence. The better field work is planned and supervised, the more it increases the student's pro-

DISCUSSION ITEMS

ficiency in teaching. Important questions, then, focus on whether standards provide adequately for the planning, evaluation and supervision of field experiences.

The standards prescribe minimum qualifications for college faculty and cooperating teachers who work with student teachers, but not for those cooperating teachers working with other field experience students. Most educators believe that similar qualifications should apply to all cooperating teachers. The responsibility for developing qualifications could be left to individual colleges, or these qualifications could be prescribed by standards.

A final concern relates to the balance of time between clinical and field experience. Standards now call for one quarter of clinical and field experience prior to student teaching without specifying the amount of time in each.

Approaches

1. Standards should define field experiences in terms of (a) the setting and activities to be involved, (b) the nature of planning, supervision and evaluation, and (c) the knowledge, skills, attitudes, and values to be addressed.
2. Standards should prescribe the sequence and minimum amount of field experience for teacher education and should make provisions for the individualization of field experience in special cases.
3. Standards should require that each college or university establish procedures for selecting, training, and evaluating cooperating teachers who work with field experience students.
4. Standards should require that cooperating teachers for all field experiences meet the same basic qualifications.
5. Standards should prescribe qualifications for field experience faculty and cooperating teachers.
6. Current standards are adequate.
7. Other Approaches:

DISCUSSION ITEMS

Essential Knowledge, Skills, Attitudes and Values

Knowledge, skills, attitudes and values structure each teacher education program in Ohio. From these are derived the instruction, supervision and evaluation necessary to shape the talents of teacher candidates.

The discussion items in this third and final section address concerns about the content of teacher education. The items are as follows:

14. Planning and Management Skills
15. Today's Basics
16. Problem-Solving and Thinking Skills
17. Cultural Diversity
18. Individual Differences
19. Teaching in the Middle Grades
20. Teaching the Gifted
21. Working Together

Discussion Item 14: Planning and Management Skills

Should standards require more emphasis on planning and management skills?

Good teachers are successful leaders who have mastered, among other things, the skills of planning and management. They are clear about their goals for students and are able to anticipate or adjust to their needs. Well-planned activities keep students on task.

The current curriculum standard [3301-25-02] does not require teacher education institutions to teach either leadership skills or the skills of planning and management. However, a frequently stated concern from teachers and principals is that new teachers lack the ability to take charge of classroom learning and discipline.

Approaches

1. Standards should require colleges and universities to teach leadership skills and the skills of planning and management. Standards should also require that these abilities be applied in clinical and field-based settings.

2. Standards should require that leadership skills and skills for planning and managing instruction be taught throughout the teacher education program. The institution should be required to provide evidence (document, a paper, etc.) in the student cumulative record that the student has developed a personal philosophy or style of teaching.

3. The current standards are adequate in preparing teachers for planning and managing classroom instruction and learning.

DISCUSSION ITEMS

4. Other Approaches:

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Discussion Item 15: Today's Basics

Should standards prepare teachers for teaching today's basics?

Despite the highly publicized "return to basics," there is no clear definition of basics. Few believe that reading, writing, and arithmetic—although important and necessary—are sufficient for successful living in today's world.

For example, while mathematics is an essential tool for living in society, more is needed than simple computation ability. Interpreting graphs and statistical information, understanding geometric forms and spatial relations, problem-solving, and logical thinking are also essential.

In addition, research indicates that the learning of communication skills, mathematics, and complex concepts can be enhanced by experiences with the visual and performing arts.

Current standards for elementary certification require course work in elementary school curriculum, methods and reading instruction. There is discussion on whether these requirements are as specific as they need to be to address all the critical skills for teaching the basics.

Standards for certification at the secondary level are less specific than those for elementary certification. Nevertheless, teacher education standards require that all prospective teachers have "teaching of reading, as it pertains to the field for which certification is being sought." There are some who argue that secondary teachers should be prepared to teach all the basics as these relate to their fields.

Approaches

1. Elementary certification standards should define the basics and be more specific in the professional education requirements regarding teaching of reading, writing, mathematics, computer skills, and other basics. The general education requirements should prescribe minimum course work in English language arts, mathematics, computer science, the sciences, and the arts.

DISCUSSION ITEMS

2. Secondary certification standards should define the basics and include professional education course work in the teaching of reading, writing, mathematics, and computer applications as these pertain to the field for which certification is sought.

3. Teacher education standards should require that a specific course of study for each teaching field be implemented to prepare students to teach the basics as these pertain to that field.

4. Current standards are adequate.

5. Other Approaches:

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Discussion Item 16: Problem-Solving and Thinking Skills

Should standards place more emphasis on strategies for developing thinking skills?

Critical thinking, problem solving, and decision making seem more than ever to make the difference in whether individual citizens have productive, fulfilling lives. A recent survey of educators suggests that improving the development of thinking skills should be a priority. National reports on education agree.

Historically, the following have been identified as problem-solving and thinking skills:

(1) recall or recognition of information
(2) comprehension
(3) application of the information
(4) analysis
(5) synthesis
(6) evaluation.

Many educators, however, have noted that classroom instruction is more often focused on recall and comprehension than on the other skills. This has meant that teachers grade pupils on these skills rather than on the more complex skills.

Educational researchers are providing information that can be used to build strategies for nurturing all problem-solving and thinking skills in the classroom. Some colleges and universities incorporate this information into teacher education programs, even though state standards do not specifically require it.

DISCUSSION ITEMS

Approaches

1. Teacher education standards should require that colleges and universities teach methods for developing thinking skills. These should be used as the basis for instruction in the methodology of each teaching field and in clinical and field experiences.

2. Teacher education standards should require that faculty, including content area specialists and cooperating teachers, demonstrate mastery of strategies for developing thinking skills. Institutions should be expected to provide evidence that the faculty have mastered instructional strategies that stimulate and nurture the process of thinking.

3. Teacher education standards should prescribe a minimum amount of clinical and field-based experience in which students practice and develop skills for teaching thinking and problem solving.

4. Current teacher certification standards are adequate.

5. Other Approaches:

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Discussion Item 17: Cultural Diversity

Should standards be more prescriptive concerning the preparation of teachers to work with cultural diversity?

Teacher education standards [3301-25-02 (B,D)] require that curriculum address teaching in a culturally pluralistic society; working with pupils of a variety of races, political affiliations, religions, living environments and heritages; and participating in field experiences in urban and suburban or rural settings.

However, many school and college faculty members have observed that teacher education students do not yet fully demonstrate this understanding and skill. They also note that teacher preparation programs define cultural diversity only in terms of individual differences without stressing the importance of culturally ingrained patterns. In schools where teachers are not familiar with the various cultures reflected in student behavior, poor communication can cause difficulties for students in learning to read and write and in attending school regularly.

DISCUSSION ITEMS

The bilingual multicultural certification (See Appendix G) addresses one problem by preparing teachers to teach children of certain cultures who speak languages other than English.

A pervasive concern, however, is that teachers need to understand cultural differences and be able to teach all students successfully.

Approaches

1. Standards should ensure that each college or university provides a teacher education curriculum that develops the following abilities among all prospective teachers: (1) to analyze, evaluate, and confront issues such as racism, sexism, parity of power, and participatory democracy; (2) to understand and work effectively in settings involving different sets of values; (3) to examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) to examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.
2. Standards should prescribe characteristics of general and professional education courses which ensure that all prospective teachers are aware of the social, political, and economic realities individuals experience in culturally diverse and complex human encounters (1) in the classroom; (2) at the local and state level; and (3) at the national and international levels.
3. Standards should prescribe sequential clinical and field experiences that prepare all prospective teachers to teach in classrooms where there are diverse values, learning styles, languages, and dialects. The clinical and field experiences should be planned, supervised, and evaluated by qualified faculty and should include a specified period of time in a culturally diverse classroom setting.
4. Standards should define "culturally pluralistic setting." Standards should provide more specifically for (1) identifying and recruiting of individuals who have potential for teaching in such settings; (2) the advising, counseling, and retaining of such candidates once admitted; and (3) assessing of all teacher candidates' ability to teach in culturally pluralistic settings as a condition for certification.
5. Current standards are adequate.
6. Other Approaches:

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DISCUSSION ITEMS

Discussion Item 18: Individual Differences

Should standards be more prescriptive concerning the preparation of teachers to work with individuals in the classroom?

Students differ in many ways—ability, age, experience, learning style, maturity, sex and size. A classroom today might easily include this diverse group: Tom, a ten-year old, and Duane, a twelve-year old; Eddie who is 4'8" and Jeanette, 5'6"; Tim who reads at the fourth grade level and Debra who whizzes through tenth grade material; Geoffrey who has traveled to Europe and Dan whose longest venture from his neighborhood was one trip to the county fair. In the same classroom is Annie who completes all assignments in half the allotted time. She sits next to Mark who rarely finishes an assignment.

The excellent teacher is keenly attuned to the unique needs of individuals as well as to the class as a group.

Teacher certification standards address preparation for individual differences in the requirements for understanding the learner and the learning process. Teacher education standards require clinical experiences which include working with individual cases, learning to analyze and diagnose learning progress and problems, and learning to prescribe appropriate instructional strategies and materials for individual pupils.

Some critics say that teacher education programs could be more effective in helping teacher candidates apply knowledge of teaching and the psychology of learning during clinical and field-based experiences.

Approaches

1. Teacher certification standards should require course work or a pattern of preparation regarding individual differences for each teaching field.

2. Teacher education standards should require that teacher education programs (a) specify the body of knowledge, skills, attitudes, and values deemed necessary for working with individual differences for each teaching field (including those differences associated with gifted students) and (b) provide the planned, supervised, and evaluated clinical and field-based experiences necessary to achieve these objectives.

3. Teacher certification standards should require that, as a condition for provisional certification, beginning teachers demonstrate competency in working with individual differences in their teaching field during their first year of teaching in an entry-year program.

4. Current teacher education and certification standards adequately address individual differences.

5. Other Approaches:

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Discussion Item 19: Teaching in the Middle Grades

Should standards specify certification requirements for the middle grades?

Research in several fields demonstrates that children who are ten to fourteen-years-old have special needs. The variance in social, physical, academic, and emotional maturity is more dramatic at this age than at others. It is believed that these students would benefit from teachers with special knowledge and skill. The result has been that middle schools have become common during the past fifteen years.

There is a concern that teachers be prepared specifically to work with students in these middle grades (usually grades 6-8). Current certification patterns permit both elementary and secondary teachers to teach in such schools now. Secondary teachers may teach only those subjects in the middle grades that are listed on their certificates. An elementary teacher may teach any subject. There are no standards requiring special preparation for teaching in the middle grades.

Critics state that secondary teachers lack knowledge in psychology and teaching methods for the middle grades, and that elementary teachers have an inadequate grasp of subject matter needed by middle grade students.

Other knowledgeable observers say that no additional preparation is needed for the middle grades. They believe that school superintendents should be permitted to make professional judgments about the assignment of certificated elementary or secondary teachers to the middle schools.

Approaches

1. Standards should provide for the validation of elementary or secondary teaching certification for teaching in the middle grades upon completion of requirements such as the following: minimum studies in psychology, teaching strategies, and specific teaching field content that would prepare elementary and secondary teachers to work with middle grade students.

DISCUSSION ITEMS

2. Standards should require that all teacher education programs prepare teachers, both elementary and secondary, to teach middle school students effectively.

3. Current procedures should be continued for the validation of certificates for teachers assigned to the middle grades. However, renewal requirements for elementary teachers should include course work in an academic field. Secondary teachers should be required to complete course work in the psychology and methodology of middle grade instruction prior to renewal of the middle grade validation.

4. Current teacher education and certification procedures are adequate.

5. Other Approaches:

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Discussion Item 20: Teaching the Gifted

Should standards specify certification standards for teaching gifted students?

Interest in providing special learning opportunities for gifted students has grown during the past few years. Because gifted students present different challenges to teachers, some argue that teachers should be specially trained to work with them.

New standards providing for gifted programs are in place. Gifted students are defined as being superior to classmates or age mates in one or more of four abilities: (1) cognitive ability—being very bright, having a high I.Q.; (2) specific academic ability—outstanding achievement and talent in a specific area(s); (3) creative thinking ability—unique ability to propose unusual solutions to problems or to make unconventional connections; and (4) visual and/or performing arts ability—outstanding talent in producing or performing in the arts.

Current teacher education and certification standards do not provide specific preparation requirements for teachers who work primarily with gifted students.

DISCUSSION ITEMS

Approaches

1. Standards should provide for the validation of teaching certificates for gifted education. Teacher certification standards should define the special preparation (e.g., a pattern of course work or program) necessary for prospective teachers of gifted students.

2. Standards should require that elementary and secondary teacher education programs include knowledge, skills, attitudes, and values to prepare teacher candidates to teach gifted students effectively. Such programs should also include clinical and field-based experiences.

3. Teacher certification standards should require that, as one condition for the validation of a regular teaching certificate for teaching gifted students, a teacher should demonstrate satisfactory teaching experience in the regular classroom.

4. Current teacher education and certification standards are adequate.

5. Other Approaches:

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Discussion Item 21: Working Together

Should standards specify the collaborative skills needed in education?

Skills in working with others are especially important in three key relationships: parent conferences, staff participation in program development, and cooperative activities with persons interested in schools.

Effective parent-teacher conferences are critical to the development of children. Parents need and want to know about and be involved in the education of their children. Parents and teachers make very important education decisions. These decisions require knowledge, skill and an interest in working together. The teacher must be skilled in listening to the parents' interests and concerns, must be able to enlist the parents' involvement in the child's education, and must discuss evaluative information and recommendations with parents. Teacher-parent partnerships improve the educational process by bringing together the most important people in a child's development.

DISCUSSION ITEMS

Also important is the sharing of authority and work among colleagues. Educators have been critical of their own ability to work as partners in educational improvement. The quality of school curriculum and other programs depends in part on how well school people work together. They are responsible for building and teaching the curriculum.

Teacher-citizen collaboration is necessary to communicate successfully with the community about school activities, achievements, and needs. Trust in a school and its staff is built through those citizens who work closely with the school and understand it. Preparing teachers to work skillfully with non-educators would benefit the profession and the schools.

Approaches

1. Teacher education standards currently require that teacher education programs focus on human relations. In addition, standards should require that teacher education programs develop knowledge, skills, attitudes, and values for teachers: (a) to confer and make decisions with parents on pupil progress and achievement; (b) to develop skills and a sense of partnership in working with other educators; and (c) to work effectively with non-educators in efforts to improve education.

2. Teacher certification standards should identify minimum training in human relations, communications with parents, collegial skills, community relations, and group processes. Teacher education standards should specify that clinical and field-based experiences include opportunities for students to become proficient in each of these interactions.

3. Teacher education standards should require colleges and universities to develop field experiences in which teacher candidates work with public and private sector organizations for the equivalent of one full quarter prior to graduation.

4. Current teacher education standards directed toward human relations are adequate regarding the preparation of teachers to work as partners with parents, other educators, and citizens.

5. Other Approaches:

DISCUSSION ITEMS

Additional Items

Up to this point, you have recommended approaches to issues identified by the Ohio Teacher Education and Certification Advisory Commission. Now you have an opportunity to bring issues that your group generated to the attention of the Advisory Commission.

The following pages provide a format for reporting your issues and approaches. Before you start, however, be sure that each issue involves teacher education or certification and that it is one that can be resolved through standards. Your description of the issue should be brief and should address current practice and related concerns. The approach that you recommend should be designed to bring about the change that you desire.

This should be described in a statement of rationale. In addition, there should be consensus on the issues and approaches; if there is not, describe the different points of view and identify the number of members who support the proposed approaches.

DISCUSSION ITEMS

ADDITIONAL ITEM

Discussion Group ______________________________
(number) (name)

Issue

Brief Description

Proposed Solution

Rationale

Consensus

Yes _____

No _____ If no, describe the different points of view and the number of members who support the proposed approaches.

DISCUSSION ITEMS

ADDITIONAL ITEM

Discussion Group ____
(number) (name)

Issue

Brief Description

Proposed Solution

Rationale

Consensus

Yes _____

No _____ If no, describe the different points of view and the number of members who support the proposed approaches.

DISCUSSION ITEMS

ADDITIONAL ITEM

Discussion Group ____
(number) (name)

Issue

Brief Description

Proposed Solution

Rationale

Consensus

Yes _____

No _____ If no, describe the different points of view and the number of members who support the proposed approaches.

DISCUSSION ITEMS

ADDITIONAL ITEM

Discussion Group ____
(number) (name)

Issue

Brief Description

Proposed Solution

Rationale

Consensus

Yes _____

No _____ If no, describe the different points of view and the number of members who support the proposed approaches.

DISCUSSION ITEMS

ADDITIONAL ITEM

Discussion Group ______________________________
(number) (name)

Issue

Brief Description

Proposed Solution

Rationale

Consensus

Yes _____

No _____ If no, describe the different points of view and the number of members who support the proposed approaches.

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APPENDIX A

DEFINITIONS

Additional Training: Credit earned by an applicant after the granting of the initial certificate.

Advanced Preparation: Programs leading to areas of certification for which initial certification is a prerequisite. Advanced preparation programs are for such positions as school counselor, supervisor, elementary principal, and superintendent.

Approved College or University: One which has been approved for the preparation of teachers by the State Board of Education.

Approved Program: A preparatory pattern of training leading to the certification of teachers, administrators, supervisors, and school employees in pupil personnel services which is consistent with the intent of the standards as prescribed by the State Board of Education; approved programs shall provide for innovative and diversified practices on the part of the preparing college or university.

Assistant Superintendent: A member of the administrative staff of the school system who assists and is responsible to the superintendent for the management of certain phases of the administration.

Certificate: A license issued by the State indicating the grades or subjects in which the holder has satisfied the minimum requirements prerequisite to employment in the schools of Ohio.

Certificated Employee: A person who is employed in any of the categories enumerated in Section 3319.22 of the Revised Code and who holds a certificate valid for service in that category.

Clinical Experience: A planned activity in which teacher education students apply the principles of teaching and learning to individual cases or problems. These experiences may occur in a college or university laboratory setting or in some cases in a school setting. The teacher education students receive immediate feedback regarding their specific performance by their college instructors and their cooperating teachers. [See Appendix K, 3301-25-02 (C) for program requirements.]

Continuing Contract: An employment agreement according to which teachers hold their positions continuously without the necessity of periodic applications, elections, and contracts. A continuing contract is commonly referred to as tenure, eligibility for which requires possession of a professional or permanent certificate.

Continuing Education: The continuing education of adults for occupational updating and improvement conducted by a wide variety of institutions and organizations; it usually consists of short-term intensive, specialized learning experiences often categorized by field of specialization. [See also Inservice Education, Professional Growth, and Staff Development.]

Cooperating Teacher: An experienced teacher in the school who supervises education students during their field experiences, including student teaching. [See Appendix K, 3301-25-02 (D) for requirements.]

Credential: A certificate or license to practice which designates area of responsibility and/or grade level and subject areas.

Educational Administrative Specialist: A type of administrative certificate which is issued in special areas. A school employee of the central administration or supervisory staff of a school system. [See Appendix B, 3319.22 (M) and Appendix C, 3301-25-05 for specific requirements and areas.]

Elementary School: Section 3301.16 R.C. defines an elementary school as "one in which instruction and training are given in accordance with sections 3301.07 and 3313.60 of the Revised Code and which offers such other subjects as may be approved by the State Board of Education. An elementary school may also include a preparatory kindergarten year. In districts wherein a junior high school is maintained, the elementary schools in district may be considered to include only the work of the first six school years inclusive."

Faculty-Student Ratio: One full-time faculty member to a given number of students. [See Appendix K-3301-25-04 (F) for requirements.] The assignment of faculty is dependent on a number of responsibilities—planning, instruction, supervision, evaluation, advising, directing, school liaison.

Field Experience: A planned activity for teacher education students which occurs in schools. The students observe, participate and teach in actual classrooms and school settings. The students are supervised and evaluated by their cooperating teachers and college or university supervisors. [See Appendix K-3301-25-02 (D) and (E) for program requirements.]

Grades of Certificates: Certificates are issued in levels or grades according to the preparation, experience, and success of the individual applying. These grades are temporary, one-year vocational, provisional, professional, and permanent.

High School: Section 3301.16 R.C. defines a high school as "one of higher grade than an elementary school, in which instruction and training are given in accordance with sections 3301.07 and 3313.60 of the Revised Code and which also offers other subjects of study more advanced than those taught in the elementary schools and such other subjects as may be approved by the State Board of Education."

Inservice Education: Planned and organized efforts to improve the knowledge, skills, and attitudes of instructional and support staff to increase their effectiveness

APPENDIX A

and to promote professional growth and development. [See also Continuing Education and Staff Development.]

Institution: The college or university that is approved by the State Board of Education to prepare teachers is referred to as the institution.

Interstate Certification: The qualifications for interstate reciprocity pertain to the regular standard provisional teaching certificate. The interstate agreement and operational procedures are based upon section 3319.24 of the Revised Code.

Any applicant, for certification as a teacher, who is a graduate of a baccalaureate or post-baccalaureate teacher preparatory program of a college or university in any state which is a party to this agreement shall be deemed to have met all requirements for initial regular certification in any state party to this agreement, if all conditions are met as specified by each state.

Junior High School: A school that contains grades 7, 8, and 9; less commonly, a school that contains grades 7 and 8 or 8 and 9.

Local Superintendent: The administrative head of a local school district in a county school system.

Middle Grade Validation: Secondary certificates may be validated for the middle grades provided the assignment is in those areas appearing on the certificate and such validation is recommended by the employing superintendent of schools.

Middle School: A school unit between the primary elementary unit and the secondary unit; it often contains grades 5 through 8 or grades 6 through 8.

Permanent Certificate: A standard certificate issued to those individuals who have met the standards for preparation, experience, and teaching success. It does not require renewal. [See Appendix B, 3319.26.]

Pertinent Electives: Those related subjects which make contributions that function intimately and frequently in the life and work of the teacher.

Planned Field Experience: A practicum or planned experience through which a person has the opportunity to become familiar with certain responsibilities associated with the position for which certification is sought.

Practitioner: The person who practices a profession; in this case, a teacher, administrator, counselor, supervisor, or other education professional.

Principal: The administrative head of a school.

Professional Certificate: A standard certificate, valid for eight years, issued to individuals who have completed the required years of experience and additional training. Also called an eight-year professional certificate. [See Appendix B, 3319.25.]

Professional Courses: Those courses which deal primarily with the developing of an understanding of the learner, the learning process, and the role of the school in society.

Professional Education: The program or sequence of courses designed to prepare individuals for particular education positions and to fulfill appropriate certification requirements. [See also Professional Courses.]

Professional Growth: Evidence of improvement through participation in such activities as inservice training programs, workshops or additional college or university course work.

Program: A sequence of learning experiences (course work and activities) designed to prepare an individual for certification in a particular field. [See also Approved Program and Teacher Education.]

Provisional Certificate: A standard certificate, valid for four years, issued to individuals who have completed an approved program. Also known as a four-year provisional certificate. [See Appendix B, 3319.24]

Quarter Hour: The unit, point, or credit granted for the satisfactory completion of a course requiring one one-hour classroom period a week for a semester. Since a semester is usually 18 weeks in length, a semester hour is equivalent to 18 clock hours.

Special Education: The education of pupils (for example, deaf, blind, or mentally retarded) who differ physically, mentally or socially, so that the standard curriculum is not suitable for their educational needs. Curricula are designed for special classes, individuals, and/or special schools.

Special Subjects: Those subject-matter areas which are frequently taught in grades kindergarten through 12, inclusive, and for which a higher degree of specialization is required than for teaching of the same subjects at a given grade level. These include such areas as art, music and physical education.

Staff Development: Efforts of school officials to orient and train staff members to provide the best possible staff for the operation of the schools. Sometimes used to include both staffing (recruitment, selection, and assignment) and inservice education.

Standard Certificate: A provisional, professional, or permanent certificate issued by the State Board of Education in accordance with sections 3319.24, 3319.25, and 3319.26 of the Revised Code.

Substitute Teacher: A certificated teacher employed for service only in the absence of the regularly employed teacher.

APPENDIX A

Successful or Satisfactory Experience: A requirement for the renewal or conversion of a certificate. Such experience must be in, or related to, the field in which certification is sought and must be rated as satisfactory by the administrative head in the school district in which the applicant has most recently been employed.

Superintendent: The administrative head of a city, county, or exempted village school district, an administrative head of diocesan schools, or the administrative head of any non-tax supported school.

Supervising Teacher: See Cooperating Teacher.

Supervisor: The professional person responsible for the promotion, development, maintenance and improvement of instruction in a given field.

Teacher Education: The program of activities (courses and experiences) developed by an institution responsible for the preparation and growth of persons preparing themselves for teaching or other educational work.

Types of Certification: Certificates are issued according to the specific area of preparation. Examples of types are elementary, high school (valid for subject names), elementary principal, and vocational. [See Appendix B, 3319.22 for a complete listing of types.]

Validation: The process for adding a new teaching field to an existing standard certificate.

APPENDIX B

LAWS GOVERNING TEACHER EDUCATION AND CERTIFICATION

3319.22 Grades; Types of Certificates

Teachers' certificates of state-wide validity shall be issued pursuant to sections 3319.22 to 3319.31, inclusive, of the Revised Code, or in accordance with standards, rules, and regulations authorized by law.

The grades of certificates shall be designated as 'temporary certificates,' 'one year vocational certificates', 'provisional certificates', 'professional certificates', and 'permanent certificates'. Each of such grades of certificates may be issued in each or any of the following types:

(A) Kindergarten-primary, valid for teaching in kindergarten, first, second, and third grades;

(B) Elementary, valid for teaching in grades one to eight, inclusive;

(C) High school, valid for teaching the subjects named in such certificate in grades seven to twelve, inclusive;

(D) Special, valid for teaching any subject named in such certificate in all grades of the elementary and high schools, or in such other special fields as are included in public school curricula;

(E) Elementary principal, valid for teaching or supervision in the elementary schools;

(F) High school principal, valid for teaching the subjects named in such certificate or for supervision in junior or senior high schools;

(G) Supervisor, valid for supervising and teaching subjects named in such certificate in elementary, special, or high school fields;

(H) Superintendent, valid for teaching the subjects named in such certificate, for supervising in elementary and high schools or for administrative duties in a school system;

(I) Vocational, valid for teaching and supervising vocational agriculture, vocational distributive education, vocational home economics, or vocational trades and industries as named in such certificates;

(J) Assistant superintendent, valid for supervising in elementary and high schools or for administrative duties in the school system;

(K) Pupil-personnel workers, valid for the conduct of all home-school-community relations incident to the adjustment of pupils to the facilities available for their education;

(L) Local superintendent, valid for teaching the subjects named in such certificate and for supervision and administration in a local school district;

(M) Educational administrative specialists, valid for those special are as of educational administration in a school system, other than superintendent, assistant superintendent, local superintendent, supervisor, or principal, as are specified and defined in such certificate.

(N) School nurse, valid for the conduct and coordination of school health service programs;

(O) Bilingual multicultural, valid for teaching in bilingual multicultural programs in any subject or grade for which the certificate holder is otherwise certificated.

3319.23 Standards for Certification of Teachers

The state board of education shall establish standards and courses of study for the preparation of teachers, shall provide for the inspection of institutions desiring to prepare teachers, shall approve such institutions as maintain satisfactory training procedures, and shall properly certificate the graduates of such approved courses and institutions.

The standards and courses of study for the preparation of teachers together with the standards, rules, and regulations set for each grade and type of certificate and for the renewal and conversion thereof shall be adopted and published by the board in accordance with Chapter 119. of the Revised Code and no change therein shall be effective for at least one year from the first day of January next succeeding the publication of the said change.

3319.24 Provisional Certificates

Provisional certificates valid for four years shall be issued by the state board of education to those who have completed the respective courses prescribed therefor by the board in an institution approved by it for the type of preparation required; provided that the requirements shall not be lower than graduation from a two-year course for types (A) and (B) as set forth in section 3319.22 of the Revised Code and graduation from a four-year course for all other types, except vocational trades and industries for which the training shall be as prescribed by the state board and approved by the board.

The board may renew for like period and for like type and validity any provisional certificate upon satisfactory evidence of the applicant's professional standing, and, if experienced, teaching success.

3319.25 Professional Certificates

The state board of education may convert any provisional certificate or renewal thereof into a professional certificate of like type valid for eight years, provided the applicant has met the standards of preparation, experience, and teaching success set by the board for the conversion applied for.

3319.26 Permanent Certificates

The state board of education may convert any professional certificate or renewal thereof into a permanent certificate of like type provided the applicant has met the standards of preparation, experience, and teaching success set by the said board for the conversion applied for. All permanent certificates shall be countersigned by the superintendent of public instruction.

APPENDIX B

3319.27 Renewal or Conversion of Provisional and Life Certificates

The state board of education may renew for like period and validity, any provisional certificate issued prior to September 5, 1935, upon satisfactory evidence of the applicant's professional standing, and, if experienced, teaching success.

The board also shall establish standards in accordance with which it may convert provisional and life certificates issued prior to September 5, 1935, into certificates of the various types provided for in section 3319.22 of the Revised Code. All such certificates issued prior to September 5, 1935, shall, without such conversion, retain their validity for the kinds of positions for which they were valid when issued.

3319.10 Employment and Status of Substitute Teachers

Teachers may be employed as substitute teachers for terms not to exceed one year for assignment as services are needed to take the place of regular teachers absent on account of illness or on leaves of absence or to fill temporarily positions created by emergencies; such assignment to be subject to termination when such services no longer are needed.

A teacher employed as a substitute with an assignment to one specific teaching position shall after sixty days of service be granted sick leave, visiting days, and other local privileges granted to regular teachers including a salary not less than the minimum salary on the current adopted salary schedule.

A teacher employed as a substitute for one hundred twenty days or more during a school year and reemployed for or assigned to a specific teaching position for the succeeding year shall receive a contract as a regular teacher if he meets the local educational requirements for the employment of regular teachers.

Teachers employed as substitutes on a casual or day-to-day basis shall not be entitled to the notice of nonreemployment prescribed in section 3319.11 of the Revised Code, but boards of education may grant such teachers sick leave and other local privileges and cumulate such service in determining seniority.

3319.28 Temporary Certificates

The state board of education may establish standards, rules, and regulations below those set for provisional certificates by which it may grant temporary certificates valid for one year of the types provided for by section 3319.22 of the Revised Code, and by which it may renew the same for like periods. It may receive applications for such temporary certificates only upon the request of the superintendent of a city, county, or exempted village school district, a superintendent of diocesan schools, or the administrative head of any non-tax-supported school, and upon evidence of a scarcity of suitable teachers otherwise certified. Such certificate shall be valid for teaching only in the school or schools in the administrative jurisdiction of the official signing the request.

3319.281 One Year Vocational Certificates

One year vocational certificates valid only for the year issued, shall be issued to those who meet the criteria of occupational competency in a skilled or technical occupation and pre-service teacher education requirements of the institution approved for vocational teacher education.

Such certificate shall be issued only upon the authorization of the employing local administrator or his agent.

The one year vocational certificate may be renewed, not to exceed three times for secondary program teachers.

3319.29 Fees for Certificates

Each application for any grade of certificate or renewal or duplicate shall be accompanied by a fee of two dollars. Upon the acceptance of such applications the fees shall be paid into the state treasury to the credit of the general revenue fund.

3319.30 Necessity for Certificate

Except as provided in section 3319.36 of the Revised Code, no person shall receive any compensation for the performance of duties as teacher in any school supported wholly or in part by the state or by federal funds who has not obtained a certificate of qualification for the position as provided for by section 3319.22 of the Revised Code and which certificate shall further certify to the good moral character of the holder thereof.

Any teacher so qualified may, at the discretion of the employing board of education, receive compensation for days on which he is excused by such board for the purpose of attending professional meetings, and the board may provide and pay the salary of a substitute teacher for such days.

3319.31 Revocation of Certificates; Notification of Convictions

A. If at any time the holder of a certificate is found intemperate, immoral, incompetent, negligent, or guilty of other conduct unbecoming to his position, the state board of education shall revoke the certificate, unless the finding is based upon a conviction of which the state board of education was notified under division (B) of this section. If the finding is based upon such a conviction, the state board of education initially shall suspend the person's certificate, with the final disposition of the certificate to be governed by this division. If the person whose certificate was suspended does not appeal the conviction upon which the suspension is based, or if he appeals the conviction and the conviction is upheld on

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appeal and no subsequent appeal is taken, the state board of education shall revoke the certificate. The state board of education shall not revoke the certificate that has been suspended pursuant to this division during the pendency of any appeal of the conviction or at any time prior to the expiration of the applicable period for the filing of a notice of appeal relative to the conviction. If the person whose certificate was suspended appeals the conviction upon which the suspension is based, and the conviction is reversed on appeal the person's certificate shall be reinstated. The evidence up on which a finding under this division is based shall be presented in writing, of which the accused shall be notified, and no certificate shall be suspended or revoked without a personal hearing in accordance with Chapter 119, of the Revised Code.

B. Whenever any person holding a valid teaching certificate issued pursuant to sections 3319.22 to 3319.31 of the Revised Code pleads guilty to or is convicted of any felony, any violation of section 2907.04 or 2907.06 , or division (A) or (C) of section 2907.07 of the Revised Code, any offense of violence, theft offense, or drug abuse offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation, the prosecutor in the case shall, on forms prescribed and furnished by the state board of education, promptly notify the state board of education and any employing board of education of the person's name and residence address, the fact that the person pleaded guilty to or was convicted of such an offense, the section of the Revised Code violated, and the sentence of the court. As used in this section, theft offense has the same meaning as in section 2913.01 of the Revised Code, drug abuse offense has the same meaning as in section 2925.01 of the Revised Code, and prosecutor has the same meaning as in section 2935.01 of the Revised Code.

3301.071 Certification of Teachers in Non-Tax Supported Schools

In the case of non-tax supported schools, standards for teacher certification prescribed under Section 3301.071 of the Revised Code shall provide for certification, without further educational requirements, of any administrator, supervisor, or teacher who has attended and received a bachelor's degree from a college or university accredited by a national or regional association in the United States, or who, at the discretion of the state board of education, has an equivalent degree from a foreign college or university of comparable standing. This certificate does not entitle a lay teacher to salary supplemental contract. See section 3317.06 (H).

3319.15 Termination of Contract by Teacher

No teacher shall terminate his contract after the tenth day of July of any school year or during the school year, prior to the termination of the annual session, without the consent of the board of education; and such teacher may terminate his contract at any other time by giving five days' written notice to the employing board. Upon complaint by the employing board to the state board of education and after investigation by it, the certificate of a teacher terminating his contract in any other manner than provided in this section may be suspended for not more than one year.

3319.36 Prohibition Against Paying Non-Certificated Teacher; Exception

No clerk of a board of education shall draw a check for the payment of a teacher for services until the teacher files with him such reports as are required by the state board of education, by the school district board of education, and the superintendent of schools, and a written statement from the county, city, or exempted village superintendent of schools that the teacher has filed with him a legal teacher's certificate, or true copy thereof, to teach the subjects or grades taught, with the dates of its validity. The state board of education shall prescribe the record and administration for such filing of certificates in county school districts.

Notwithstanding the provisions of the foregoing paragraph of this section, the clerk of a board of education may pay a teacher for services rendered during the first two months of the annual school session, provided such teacher is the holder of a bachelor's degree or higher and has filed with the state board of education an application for the issuance of a teacher's provisional certificate or one of a higher grade.

Upon notice to the clerk of a board of education given by the state board of education or any superintendent of schools having jurisdiction that reports required of a teacher have not been made, the clerk shall withhold the salary of the teacher until the required reports are completed and furnished.

3329.10 Superintendent, Supervisor, Principal, or Teacher Not to Act as Sales Agent for Textbooks or Supplies

A superintendent, supervisor, principal, or teacher employed by any board of education shall not act as sales agent, either directly or indirectly, for any person, firm, or corporation whose school textbooks are filed with the superintendent of public instruction, or for school apparatus or equipment of any kind for use in the public schools. A violation of this section shall work a forfeiture of their certificates to teach in the public schools.

APPENDIX C

STANDARDS: CURRENT SUPERIVISORY CERTIFICATES ADMINISTRATIVE CERTIFICATES (effective September 1, 1985)

3301-21-01 Supervisor

RECOMMENDED

A. PROVISIONAL CERTIFICATE

The provisional supervisor's certificate will be issued to the holder of a master's degree with graduate work well distributed over the following areas:

1. General or elementary and secondary supervision of instruction
2. General or elementary and secondary school curriculum
3. Social and philosophical foundations
4. Psychological foundations
5. Research
6. Planned field experience,

and with evidence of 27 months of successful classroom teaching experience under a standard certificate in the field for the supervisor's certificate is sought.

B. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional supervisor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a teacher, supervisor, or an administrator and upon evidence of the completion of 6 semester hours (9 quarter hours) of additional graduate credit in the field for which the renewal is sought.

C. PROFESSIONAL CERTIFICATE

A provisional supervisor's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a supervisor under the provisional supervisor's certificate and upon the completion of 15 semester hours (23 quarter hours) of post master's study in the area of specialization or advanced general education.

D. RENEWAL OF PROFESSIONAL CERTIFICATE

A pofessional supervisor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience.

E. PERMANENT CERTIFICATE

A professional supervisor's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a supervisor under the professional supervisor's certificate and upon evidence of continued professional growth.

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3301-21-02 Reading Supervisor

RECOMMENDED

A. PROVISIONAL CERTIFICATE

The provisional reading supervisor's certificate will be issued to the holder of a master's degree with graduate work well distributed over the following areas:

1. Foundations and survey
2. Diagnosis and correction
3. Organization and supervision of reading programs
4. Developmental and content areas
5. Literature for children and/or adolescents
6. Personality development
7. Laboratory practice,

and with evidence of 27 months of successful classroom teaching experience under a standard teacher's certificate.

B. RENEWAL OF PROVISIONAL CERTIFICATE

Professional reading supervisor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a teacher, a supervisor, or an administrator and upon evidence of the completion of 6 semester hours (9 quarter hours) of additional graduate credit in the field of reading.

C. PROFESSIONAL CERTIFICATE

A professional reading supervisor's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a reading supervisor under the provisional reading supervisor's certificate and upon the completion of 15 semester hours (23 quarter hours) of post master's study in the area of reading or advanced general education.

D. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional reading supervisor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory supervisory experience.

E. PERMANENT CERTIFICATE

A professional reading supervisor's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a reading supervisor under the professional reading supervisor's certificate and upon evidence of continued professional growth.

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3301-21-03 Elementary Principal

RECOMMENDED

A. PROVISIONAL CERTIFICATE

The provisional certificate for an elementary principal will be issued to the holder of a master's degree with forty-five semester hours (sixty-eight quarter hours) of graduate work well distributed over the areas listed in paragraphs B. 1 to B. 3 of this rule and with evidence of twenty-seven months of satisfactory teaching experience of which at least eighteen months shall have been in grades kindergarten through eight under a standard elementary teaching certificate or under a standard special teaching certificate.

B. PROGRAM REQUIREMENTS

1. ADMINISTRATIVE CORE
   a. Administrative theory and practice, including the skills related to school organization, management, leadership, uses of computer technology, conflict resolution and interpersonal relations in a pluralistic society;
   b. Policy planning, goal setting and evaluation for school program pupil achievement;
   c. School law;
   d. School finance and economics;
   e. Pupil personnel services;
   f. Staff personnel services, including staff development, staff evaluation, employer-employee relations, collective bargaining, and contract management;
   g. Political structures and public relations; and
   h. Two planned, supervised and evaluated field experiences.
2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP CORE
   a. Curriculum theory and program development with emphasis on grades kindergarten through eight; and
   b. Instructional leadership, including emphasis on the teaching of reading and mathematics, diagnosis of learner needs and prescription of appropriate instructional strategies, and uses of computer technology.
3. FOUNDATIONS CORE
   a. Developmental and learning theory;
   b. Historical, philosophical or social foundations; and
   c. Educational research methods and findings.

3301-21-04 Secondary Principal

A. PROVISIONAL CERTIFICATE

The provisional certificate for a secondary principal will be issued to the holder of a master's degree with forty-five semester hours (sixty-eight quarter hours) of graduate work well distributed over the areas listed

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in paragraphs B. 1 to B. 3 of this rule and with evidence of twenty-seven months of satisfactory teaching experience of which at least eighteen months shall have been in grades seven through twelve under a standard high school teaching certificate or under a standard special teaching certificate.

B. PROGRAM REQUIREMENTS
  1. ADMINISTRATIVE CORE
    a. Administrative theory and practice, including the skills related to school organization, management, leadership, uses of computer technology, conflict resolution and interpersonal relations in a pluralistic society;
    b. Policy planning, goal setting and evaluation for school Program and pupil achievement;
    c. School law
    d. School finance and economics;
    e. Pupil personnel services;
    f. Staff personnel services, including staff development, staff evaluation, employer-employee relations, collective bargaining, and contract management;
    g. Political structures and public relations; and
    h. Two planned, supervised and evaluated field experiences.
  2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP CORE
    a. Curriculum theory and program development with emphasis on grades seven through twelve; and
    b. Instructional leadership, including emphasis on instructional methodology, diagnosis of learner needs and prescription of appropriate instructional strategies, and uses of computer technology.
  3. FOUNDATIONS CORE
    a. Developmental and learning theory;
    b. Historical, philosophical or social foundations; and
    c. Educational research methods and findings.

3301-21-05 Educational Administrative Specialist

A. The certificate for an educational administrative specialist will be issued in the following areas of specialization:
  1. Business management
  2. Educational research
  3. Educational staff personnel administration
  4. Instructional services
  5. Pupil personnel administration
  6. School and community relations
  7. Special education (exceptional children)

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B. PROVISIONAL CERTIFICATE
The provisional certificate for an educational administrative specialist will be issued to the holder of a master's degree with forty-five semester hours (sixty-eight quarter hours) of graduate work well distributed over the areas listed in paragraphs C. 1 to C. 3 of this rule and with evidence of twenty-seven months of satisfactory teaching experience under a standard teaching certificate.

C. PROGRAM REQUIREMENTS
  1. ADMINISTRATIVE CORE
    a. Adminstrative theory and practice, including the skills related to school organization, management, leadership, uses of computer technology, conflict resolution and interpersonal relations in a pluralistic society;
    b. Policy planning, goal setting and evaluation for educational program and pupil achievement;
    c. School law;
    d. School finance and economics;
    e. Staff personnel services, including staff development, staff evaluation, employer-employee relations, collective bargaining and contract management; and
    f. Two planned, supervised and evaluated field experiences.
  2. SPECIALIZATION CORE
    Fifteen semester hours (twenty-three quarter hours) of graduate work in the area of specialization.
  3. FOUNDATIONS CORE
    a. Developmental and learning theory;
    b. Historical, philosophical or social foundations; and
    c. Educational research methods and findings.

3301-21-06 Assistant Superintendent

A. PROVISIONAL CERTIFICATE
The provisional certificate for an assistant superintendent will be issued to the holder of a master's degree with forty-five semester hours (sixty-eight quarter hours) of graduate work well distributed over the areas listed in paragraphs B. 1 to B. 3 of this rule and with evidence of twenty-seven months of satisfactory experience in a teaching, supervisory or administrative position under the appropriate certificate.

B. PROGRAM REQUIREMENTS
  1. ADMINISTRATIVE CORE
    a. Administrative theory and practice, including the skills related to school organization, management, leadership, uses of computer technology, conflict resolution and interpersonal relations in a pluralistic society;

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   b. Policy planning, goal setting and evaluation for educational program and pupil achievement;
   c. School law;
   d. School finance and economics;
   e. Pupil personnel services;
   f. Staff personnel services, including staff development, staff evaluation, employer-employee relations, collective bargaining and contract management;
   g. Political structures and public relations;
   h. Business affairs and physical resources; and
   i. Two planned, supervised and evaluated field experiences.
2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP CORE
   a. Curriculum theory and program development with emphasis on grades kindergarten through twelve; and
   b. Instructional leadership, including emphasis on instructional methodology, diagnosis of learner needs and prescription of appropriate instructional strategies, and uses of computer technology.
3. FOUNDATIONS CORE
   a. Development and learning theory;
   b. Historical, philosophical or social foundations; and
   c. Educational research methods and findings.

3301-21-07 Requirements for certificate renewal and conversion for Elementary Principal, Secondary Principal, Educational Administrative Specialist and Assistant Superintendent

A. RENEWAL OF PROVISIONAL CERTIFICATE
A provisional certificate for an elementary principal, secondary principal, educational administrative specialist and assistant superintendent may be renewed at expiration by:
1. Completion, by those who have worked in an administrative position under the appropriate certificate, of:
   a. Satisfactory administrative experience under the certificate; and
   b. An individualized entry year program (the equivalent of six semester hours or nine quarter hours of college credit) duringthe first year in the position; or
2. Completion, by those who have not worked in an administrative position under the appropriate certificate, of:
   a. Satisfactory experience in a teaching, supervisory or administrative position; and

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b. Twenty-four Ohio Department of Education approved continuing education units or six semester hours (nine quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be renewed; or

3. Completion, by those who have already renewed the certificate under paragraph A. 1 of this rule, of:
   a. Satisfactory experience in a teaching, supervisory or administrative position; and
   b. Twenty-four Ohio Department of Education approved continuing education units or six semester hours (nine quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be renewed.

B. PROFESSIONAL CERTIFICATE

A provisional certificate may be converted to a professional certificate upon evidence of:

1. Twenty-seven months of satisfactory administrative experience under the provisional certificate to be converted;
2. Completion of an entry year program as prescribed under paragraph A. 1. b of this rule; and
3. Six semester hours (nine quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be converted.

C. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional certificate may be renewed at expiration upon evidence of:

1. Satisfactory experience in a teaching, supervisory or administrativeposition; and
2. Twenty-four Ohio Department of Education approved continuing education units or six semester hours (nine quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be renewed.

D. PERMANENT CERTIFICATE

A professional certificate may be converted to a permanent certificate upon evidence of:

1. Forty-five months of satisfactory administrative experience under the certificate to be converted; and
2. Six semester hours (nine quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be converted.

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E. WAIVER CLAUSE

Notwithstanding the provisions of paragraphs A to D of this rule, a certificate issued to an elementary principal, a secondary principal, or an educational administrative specialist under former rules is renewable pursuant to the provisions of said former rules. Conversion to the next higher grade certificate shall require meeting the rules in effect at the time of application. An individual with a provisional administrative certificate employed as an elementary principal, a secondary principal, or an educational administrative specialist prior to the effective date of this rule may convert after the effective date of this rule such certificate to a professional certificate without completion of the entry year program if all other requirements are met.

3301-21-071 Superintendent or Local Superintendent

A. PROVISIONAL CERTIFICATE

The provisional certificate for a superintendent and a local superintendent will be issued to the holder of a master's degree with sixty semester hours (ninety quarter hours) of graduate work well distributed over the areas listed in paragraphs B. 1. to B. 3. of this rule and with evidence of twenty-seven months of satisfactory experience in an administrative or supervisory position under the appropriate certificate.

B. PROGRAM REQUIREMENTS

1. ADMINISTRATIVE CORE
   a. Administrative theory and practice, including the skills related to school organization, management, leadership, uses of computer technology, conflict resolution and interpersonal relations in a pluralistic society;
   b. Board of education—superintendent relations, including policy-planning, goal setting and evaluation for educational program and pupil achievement;
   c. School law;
   d. School finance and economics;
   e. Pupil personnel services;
   f. Staff personnel services, including staff development, staff evaluation, employee-employer relations, collective bargaining, and contract management;
   g. Political structures and public relations;
   h. Business affairs and physical resources; and
   i. Two planned, supervised and evaluated field experiences.

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2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP CORE
   a. Curriculum theory and program development with emphasis on grades kindergarten through twelve; and
   b. Instructional leadership, including emphasis on instructional methodology, diagnosis of learner needs and prescription of appropriate instructional strategies, and uses of computer technology.
3. FOUNDATIONS CORE
   a. Developmental and learning theory;
   b. Historical, philosophical or social foundations; and
   c. Educational research methods and findings.

C. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional certificate for a superintendent and a local superintendent may be renewed at expiration by:

1. Completion, by those who have worked as a superintendent or local superintendent under the appropriate certificate, of:
   a. Satisfactory experience under the certificate; and
   b. An individualized entry year program for superintendents and local superintendents (the equivalent of six semester hours or nine quarter hours of college credit) during the first year in the position; or
2. Completion, by those who have not worked as a superintendent or local superintendent, of:
   a. Satisfactory experience in a teaching, supervisory or administrative position; and
   b. Twelve Ohio Department of Education approved continuing education units or three semester hours (five quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be renewed; or
3. Completion, by those who have already renewed the certificate under paragraph C. 1 of this rule, of:
   a. Satisfactory experience in a teaching, supervisory or administrative position; and
   b. Twelve Ohio Department of Education approved continuing education units or three semester hours (five quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be renewed.

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D. PROFESSIONAL CERTIFICATE

A provisional certificate may be converted to a professional certificateupon evidence of:

1. Twenty-seven months of satisfactory experience as a superintendent or a local superintendent under the provisional certificate to be converted;
2. Completion of an entry year program as prescribed under paragraphC. 1. b of this rule; and
3. Six semester (nine quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be converted.

E. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional certificate may be renewed at expiration upon evidence of:

1. Satisfactory experience in a teaching, supervisory or administrative position; and
2. Twelve Ohio Department of Education approved continuing education units or three semester hours (five quarter hours) of post-master's credit in educational administration or related disciplines the issuance of the certificate to be renewed.

F. PERMANENT CERTIFICATE

A professional certificate may be converted to a permanent certificate upon evidence of:

1. Forty-five months of satisfactory experience as a superintendent or a local superintendent under the certificate to be converted; and
2. Six semester hours (nine quarter hours) of post-master's credit in educational administration or related disciplines since the issuance of the certificate to be converted.

G. WAIVER CLAUSE

Notwithstanding the provisions of paragraphs C. to F. of this rule, a certificate issued to a superintendent or a local superintendent under former rules is renewable pursuant to the provisions of said former rules. Conversion to the next higher grade certificate shall require meeting the rules in effect at the time of application. An individual with a provisional administrative certificate employed as a superintendent or local superintendent prior to the effective date of this rule may convert after the effective date of this rule such certificate to a professional certificate without completion of the entry year program if all other requirements are met.

APPENDIX D

STANDARDS: ELEMENTARY AND KINDERGARTEN-PRIMARY TEACHING CERTIFICATES

RECOMMENDED

3301-21-08 Elementary Teacher (grades 1 through 8, inclusive)

A. PROVISIONAL CERTIFICATE

The provisional elementary teacher's certificate will be issued to the holder of a bachelor's degree provided the pattern of education leading to the degree conforms to the following requirements:

1. Professional education (29 semester hours or 44 quarter hours) Course work well distributed over the following areas:
   a. Understanding the learner and the learning process
   b. School in relation to society
   c. Elementary school curriculum; methods, including the teaching of reading; laboratory experiences, including student teaching. Suggested minimum distribution: 6 semester hours (9 quarter hours) in a; 3 semester hours (5 quarter hours) in b; and 20 semester hours (30 quarter hours) in c.
2. General Education (60 semester hours or 90 quarter hours) Course work well distributed over the following areas:
   a. Visual art (two-and-three dimensional studio experience; art criticism; art history; art education, including curriculum content, visual learning development, evaluation, and philosophy)
   b. English and communication arts (advanced composition; English language and linguistics; literature, including children's literature; and speech)
   c. Health and physical education (personal and community health, physical development, and play and games)
   d. Mathematics (properties and applications of numbers, numeration systems, and informal geometry)
   e. Music (skills and theory; school music literature; music education including philosophy, curriculum content, music learning development, and evaluation)
   f. Science (science in everyday living—biological and physical)
   g. Social sciences (a broad distribution among the social sciences, with attention to Western and non-Western studies; American history or American government is required)
   h. Additional courses as needed to meet degree requirements.
   Suggested minimum distribution: 4, 12, 4, 6, 4, 8, 18 semester hours (6, 18, 6, 9, 6, 12, 27 quarter hours) respectively, in areas a. through h.

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3301-21-09 Kindergarten-Primary Teacher (grades kindergarten through 3, inclusive)

A. PROVISIONAL CERTIFICATE

The provisional kindergarten-primary teacher's certificate will be issued to a person who has completed the general pattern of the elementary curriculum; except that 6 semester hours (9 quarter hours) of credit in theory, materials and methods, and student teaching on the kindergarten-primary level shall be included within (or in excess of) the requirements of the elementary teacher's certificate. An elementary teacher's certificate will be validated for kindergarten teaching provided the applicant submits evidence of the completion of course work in early childhood education, including kindergarten methods and materials.

B. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional elementary or kindergarten-primary teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as evidenced by successful teaching experience within a five-year period immediately preceding the date of application. A person who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE

A provisional elementary or kindergarten-primary teacher's certificate may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio and upon the completion of 18 semester hours (27 quarter hours) in professional education and related disciplines completed since the granting of the initial elementary or kindergarten-primary teacher's standard certificate. The applicant must be employed full-time in the schools of Ohio at the time of application. A holder of an elementary teacher's certificate obtained by completing the full retraining requirements may, after 27 months of successful elementary teaching experience, apply for the professional certificate.

D. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional elementary or kindergarten-primary teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

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E. PERMANENT CERTIFICATE

A professional elementary or kindergarten-primary teacher's certificate may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

APPENDIX E

STANDARDS: HIGH SCHOOL TEACHING CERTIFICATES (GRADES 7 THROUGH 12, INCLUSIVE)

RECOMMENDED

3301-21-10 Certification Standards

A. PROVISIONAL CERTIFICATE

The provisional high school teacher's certificate will be issued to the holder of a bachelor's degree provided the pattern of education leading to the degree conforms to the following requirements:

1. Professional Education (21 semester hours or 32 quarter hours) Course work well distributed over the following areas:
   a. Understanding the learner and the learning process
   b. School in relation to society
   c. Secondary school curriculum; methods and laboratory experiences, including student teaching, in a field in which certification is sought. Suggested minimum distribution: 3 semester hours (5 quarter hours) in a; 3 semester hours (5 quarter hours) in b; and 15 semester hours (23 quarter hours) in c.
2. General Education (30 semester hours or 45 quarter hours) Course work well distributed over the following areas:
   a. Science and mathematics
   b. Social sciences
   c. English and/or foreign language
   d. Fine arts, philosophy and/or theological studies.

3301-21-11 Comprehensive Teaching Fields

1. BUSINESS EDUCATION (45 semester hours or 68 quarter hours) Course work well distributed over the following areas:
   A. Typewriting and office procedures
      1. Business communications
      2. Introduction to data processing
      3. Office procedures
      4. Office machines
      5. Typewriting
      6. Shorthand or additional electives in busienss education courses
   B. Business and economics
      1. Accounting
      2. Business Law
      3. Economics
      4. Marketing principles
   C. Electives in related areas such as:
      1. Advertising
      2. Merchandising
      3. Psychology in business
      4. Retailing
      5. Salesmanship
      6. Speech

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7. Mathematics
8. Economic geography
9. Business statistics

Suggested minimum distribution: 15 semester hours (23 quarter hours) in each area, A, B, and C. This certificate is valid for teaching all business subjects with the exception of shorthand unless this area has been covered.

2. COMMUNICATIONS (60 semester hours or 90 quarter hours) Course work well distributed over the following areas:

A. Advanced composition; English language and linguistics; literature, including English, American, and world literature

B. Speech and drama

C. Journalism

D. Reading

Suggested minimum distribution: 27 semester hours (41 quarter hours) in English and 18 semester hours (27 quarter hours) in Speech and drama or 18 semester hours (27 qtr. hrs) in English and 27 semester hours (41 quarter hours) in Speech and drama; 9 semester hours (14 quarter hours) in Journalism; and 6 semester hours (9 quarter hours) in Reading. This certificate is valid for teaching an integrated communications course and all of the component areas.

3. FAMILY LIFE EDUCATION (60 semester hours or 90 quarter hours) Course work well distributed over the following areas:

A. General psychology
   1. Developmental
   2. Social

B. Human biology
   1. Physiology
   2. Pharmacology

C. Health (personal and community)
   1. Nutrition
   2. Recreation
   3. Safety
   4. First aid
   5. Disease prevention and control
   6. Mental and emotional health problems

D. Sociology

E. Marriage and the family

F. Home arts

G. Consumer economics

This certificate is valid for teaching an integrated family-life education course.

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4. HUMANITIES (60 semester hours or 90 quarter hours) Course work well distributed over the following areas:
   - A. Visual art
   - B. Music
   - C. Literature
   - D. Cultural history
   - E. Philosophy
   - F. Suggested electives:
     1. Dance
     2. Drama
     3. Theatre

   Suggested minimum distribution: concentration in A, B, or C with course work well distributed over the other areas. This certificate is valid for teaching an integrated humanities course.
5. SCIENCE (60 semester hours or 90 quarter hours) Course work well distributed over the following areas:
   - A. Biological science
   - B. Earth science
   - C. Physical science.

   All courses should provide an appropriate combination of formal instruction and laboratory experiences. Suggested minimum distribution: 20 semester hours (30 quarter hours) in each area. This certificate is valid for teaching all science subjects.
6. SOCIAL STUDIES (60 semester hours or 90 qtr. hrs) Course work well distributed over the following areas:
   - A. History (basic courses in American and world history including European and non-Western history)
   - B. Political science
   - C. Economics
   - D. Sociology
   - E. Geography
   - F. Anthropology.

   Suggested minimum distribution: 20 semester hours (30 quarter hours) in history and course work in each of the remaining areas. This certificate is valid for teaching an integrated social studies course, history, and any other component area in which the applicant has at least 12 semester hours (18 quarter hours).

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3301-21-12 Specific High School Teaching Fields

1. VISUAL ART (30 semester hours or 45 qtr. hrs) Course work well distributed over the following areas:
   - A. Studio studies
     1. Two-dimensional studies (varied media in design, drawing, painting, and printmaking)
     2. Three-dimensional studies (varied media in design, sculpture, and crafts including fabrics, wood, metal, and clay)
     3. Graphic communication (design and symbolic function of letters)
     4. Advanced study in one of the above fields or in film arts
   - B. Art history and criticism (art appreciation)
     1. Art history
     2. Advanced study in art criticism, aesthetics, art history, or environmental design. Suggested minimum distribution: 20 semester hours (30 quarter hours) in group A; 6 semester hours (9 quarter hours) in group B; and 4 semester hours (6 quarter hours) electives in either A or B.
2. BIOLOGICAL SCIENCE (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
   - A. General chemistry
   - B. The structure of organisms
   - C. Regulation and maintenance in organisms
   - D. Continuity and variation in organisms
   - E. Diversity and inter-relationships of organisms.
3. BOOKKEEPING AND BASIC BUSINESS (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
   - A. Accounting
   - B. Economics
   - C. Business electives.

   Acceptable courses in C include business law, economic geography, business organization, introduction to business, business mathematics, consumer economics, and business machines. Suggested minimum distribution: 6 semester hours (9 quarter hours) in A; 3 semester hours (5 qtr. hrs) in B; and 11 semester hours (17 quarter hours) in C.

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4. CHEMISTRY (20 semester hours or 30 qtr. hrs) Course work well distributed over the following areas:
   - A. General chemistry
   - B. Quantitative analysis
   - C. Organized chemistry
   - D. Advanced chemistry
   - E. Suggested electives (basic courses in physics or physical chemistry).
5. EARTH SCIENCE (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
   - A. The solid earth (materials, structure, processes, and landforms)
   - B. Earth history and paleobiology
   - C. The atmosphere
   - D. The hydrosphere
   - E. The earth's environment in space.
6. ECONOMICS (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
   - A. Principles of economics
   - B. Micro and macro economics
   - C. Comparative economic systems
   - D. Money and banking
   - E. International trade
   - F. Economic history of the United States.
7. EDUCATIONAL MEDIA (20 semester hours or 30 quarter hours) Course work including print and non-print materials well distributed over the following areas:
   - A. Selection of educational media, effective utilization, and production
   - B. Bibliography, including children's literature and adult literature suitable to the middle and high school
   - C. Reference tools
   - D. Cataloging and classification
   - E. Organization, administration, and utilization of the educational media center.
8. ENGLISH (30 semester hours or 45 quarter hours) Course work well distributed over the following areas:
   - A. Advanced composition, English language and linguistics
   - B. English, American, and world literature
   - C. Developmental reading. Suggested minimum distribution: 9, 18, 3 semester hours (14, 27, 5 quarter hours), respectively, in areas A, B, and C.

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9. GENERAL SCIENCE (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
   - A. Biology
   - B. Chemistry
   - C. Earth science
   - D. Physics

   Integrated physical science course work may supplant basic physics and chemistry courses. This certificate is valid for teaching an integrated general science course.
10. GEOGRAPHY (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Physical geography
    - B. Human geography
    - C. Regional geography.
11. HEALTH (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Human anatomy and physiology
    - B. The school health program
      1. School health instruction
      2. School health services and environment
    - C. Basic subject matter in health
      1. Personal health problems
      2. Community health problems
      3. Safety education and first aid.
    - D. Electives in related areas such as:
      1. School-community relationships
      2. Principles, organization, and administration of school health education programs
      3. Microbiology (bacteriology)
      4. Nutrition
      5. Mental and emotional health
      6. Physiology of exercise
      7. Marriage and family life

    Suggested minimum distribution: 3 semester hours (5 quarter hours) in area A; 6 semester hours (9 quarter hours) in area B; 9 semester hours (14 quarter hours) in area C; and 2 semester hours (3 quarter hours) in area D.
12. HISTORY (30 semester hours or 45 quarter hours) Course work well distributed over the following areas:
    - A. Child care and development
    - B. Foods and nutrition
    - C. Clothing and textiles

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- D. Home management, including family economics
- E. Housing, home equipment, and furnishings
- F. Family living.

13. INDUSTRIAL ARTS (30 semester hours or 45 quarter hours) Course work well distributed over the following areas:
    - A. Industrial crafts
    - B. Drafting design
    - C. Electricity-electronics
    - D. Graphic arts
    - E. Metal technology
    - F. Wood technology
    - G. Power mechanics.
14. JOURNALISM (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Introduction of mass media
    - B. Basic newswriting
    - C. Editing
    - D. Supervision of school publications
    - E. Advanced journalistic writing
    - F. Electives in advanced journalism and related areas.
15. LANGUAGES Latin and Greek (20 semester hours or 30 quarter hours) All other languages (30 semester hours or 45 quarter hours)
16. MATHEMATICS (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Analytic geometry and calculus
    - B. Post-calculus courses selected from the following areas:
        1. Algebraic structures
        2. Linear algebra
        3. Differential equations
        4. Numerical analysis
        5. Advanced calculus
        6. Geometry
        7. Probability
        8. Statistics

    Suggested minimum distribution: 8 semester hours (12 quarter hours) from group A; and 12 semester hours (18 quarter hours) from group B.

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17. MUSIC (30 semester hours or 45 quarter hours) Course work well distributed over the following areas:
    - A. Music literature in world cultures
    - B. Basic musicality, theory, and analysis
    - C. Individual performance (piano, voice, and instrument)
    - D. Performance groups, functional music, and conducting
    - E. Electives in A through D to satisfy individual needs.

    Suggested minimum distribution: 6 semester hours (9 quarter hours) in each group, A through E.
18. PHYSICAL EDUCATION (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Human anatomy and physiology
    - B. Kinesiology
    - C. History, philosophy, and principles of physical education; and administration and organization of physical education
    - D. Secondary school activities and procedures including rhythms, gymnastics, aquatics, sports, athletics, and "movement education"
    - E. First aid, prevention, and care of injuries
    - F. Electives related to the field of specialization in physical education, outdoor education, recreation, aquatics, officiating, dance, intramurals, coaching, adapted physical education, and personal health problems.

    Suggested minimum distribution: 4 semester hours (6 quarter hours) ineach area, A and C; 6 semester hours (9 quarter hours) in D; 2 semester hours (3 quarter hours) in each area, B, E, and F.
19. PHYSICS (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Physical science (including beginning, intermediate, and advanced courses in physics)
    - B. General chemistry

    This certificate is valid for teaching an integrated physical science course and physics.
20. POLITICAL SCIENCE (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. The American system of government
    - B. Comparative political systems
    - C. American constitutional law

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- D. American state governments and politics
- E. Urban government and politics
- F. International politics
- G. Political parties, pressure groups, and public opinion.

21. SALES-COMMUNICATION (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Principles of marketing
    - B. Salesmanship and retailing
    - C. Business communications and data processing
    - D. Suggested electives (accounting, advertising, economic geography, merchandising, speech, office procedures, office machines, and typing).

    Suggested minimum distribution: 3 sem. hrs (5 quarter hours) in each area A, B, and C with course work in area D.
22. SOCIAL PSYCHOLOGY (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Learning theories and study techniques
    - B. Philosophy
    - C. Psychology of personality
    - D. Social psychology.
23. SOCIOLOGY (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
    - A. Introduction to sociology
    - B. Social problems
    - C. Social organization
    - D. Urban and community problems
    - E. Marriage and the family.
24. SPEECH (30 semester hours or 45 quarter hours) Course work well distributed over the following areas:
    - A. Fundamental process; speech fundamentals; and electives in basic speech process (physics of sound, listening, phonetics, semantics, and linguistics)
    - B. Theory and history of speech
        1. Communication media theory (communication, rhetorical, psychological, argumentation, and theatrical)
        2. Communication media history (public address, radio-televisions, and theater)

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C. Forms of speech
   1. Oral interpretation
   2. Public address (platform speaking, discussion, and debate)
   3. Theater (acting, play direction, and technical theater).

Suggested minimum distribution: 6, 10, 14 semester hours (, 15, 21 quarter hours), respectively, in areas A, B, and C.

25. STENOGRAPHY AND TYPING (20 semester hours or 30 quarter hours) Course work well distributed over the following areas:
   A. Typewriting
   B. Shorthand and transcription
   C. Business English
   D. Office procedures
   E. Business correspondence

3301-21-13 Validation of Standard Certificates for Other Teaching Fields

A standard teaching certificate may be validated for the following subject upon evidence of course coverage as indicated in each category:

1. DATA PROCESSING (6 semester hours or 9 quarter hours)
2. DRIVER EDUCATION (6 semester hours or 9 quarter hours)
3. READING (12 semester hours or 18 quarter hours) Course work well distributed over the following areas:
   A. Foundations and survey
   B. Diagnosis and correction
   C. Developmental and content areas
   D. Laboratory practice
4. TYPING (5 semester hours or 8 quarter hours)

3301-21-14 High School Teaching Certificates (grades 7 through 12, inclusive)

A certificate issued by the State of Ohio for high school teaching fields is valid for teaching that subject or any subject listed as a required course in that area, in grades 7 through 12, inclusive, unless otherwise noted on the certificate or stated in the laws and regulations governing certification.

A certificate may be issued in other teaching fields provided the applicant has completed a minimum of 20 semester hours (30 quarter hours) of appropriate credit. (Teaching areas are not designated as majors or minors.)

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A. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional high school teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as evidenced by successful teaching experience within a five-year period immediately preceding the date of application.

A person who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

B. PROFESSIONAL CERTIFICATE

A provisional high school teacher's certificate may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio and upon the completion of 18 semester hours (27 quarter hours) in professional education and related disciplines completed since the granting of the initial high school teacher's standard certificate. The applicant must be employed full-time in the schools of Ohio at the time of application.

C. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional high school teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

D. PERMANENT CERTIFICATE

A professional high school teacher's certificate may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent.

(Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

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STANDARDS: PUPIL PERSONNEL SERVICES

RECOMMENDED

3301-21-15 School Counselor

A. SCOPE OF SERVICE

Duties performed by school counselors include:

1. Counseling and assisting students with educational, personal-social, occupational, placement, and related problems in planning and adjustment.
2. Working with teachers in studying, diagnosing, and understanding students; planning and conducting group guidance activities; utilizing community resources; and participating in inservice teacher-education activities.
3. Working with the administrative staff and other school personnel in planning, developing, and conducting the total guidance program, curriculum study, and research.
4. Working with lay groups, parents, and individuals in coordinating school and community resources and activities which contribute to the improvement of pupil personnel services.

B. PROVISIONAL CERTIFICATE

The provisional school counselor's certificate will be issued to the holder of a master's degree with 24 semester hours (36 quarter hours) of graduate work well distributed over the following areas:

1. Guidance (principles and practices, administration of guidance or of pupil personnel programs)
2. Human development (career, personal, and social development of children and youth as related to educational and vocational maturity)
3. Individual and group appraisal (statistics, guidance testing, and case study procedures)
4. Counseling (principles, theory, and procedures)
5. Group methods in guidance and counseling
6. Guidance information (educatioanl-occupational information, school and community resources, and survey of vocational education)
7. Practicum (supervised practical experience in guidance and counseling), and with evidence of a standard teaching certificate valid for teaching in Ohio, one year of successful classroom teaching experience, one cumulative year of gainful employment in a non-teaching position, and one additional year of experience in either a teaching or non-teaching position, or in a combination of the two.

C. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional school counselor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a teacher or school counselor and upon evidence of the completion of 6 semester hours (9 quarter hours) or graduate

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work in guidance and counseling beyond the minimum course requirements for the provisional certificate.

D. PROFESSIONAL CERTIFICATE
A provisional school counselor's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a school counselor under the provisional school counselor's certificate and upon evidence of the completion of 15 semester hours (23 quarter hours) of graduate work in guidance and counseling beyond the minimum course requirements for the provisional certificate.

E. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional school counselor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as school counselor.

F. PERMANENT CERTIFICATE
A professional school counselor's certificate may be converted into a pemanent certificate upon evidence of 45 months of satisfactory experience as a school counselor under the professional school counselor's certificate and upon evidence of continued professional growth.

3301-21-16 School Psychologist

A. SCOPE OF SERVICE
The primary responsibility of the school psychologist is to assist the school in improving the achievement and adjustment of pupils. The primary function of the school psychologist shall be the intensive, individual psychological study of pupils referred to him because of learning and/or adjustment problems. He used the resulting information and understanding about pupils in consultation and in follow-up services with pupils, parents, teachers, and professional workers in the school and in the community. As a result of such study and because of his special training, he functions as:

1. A consultant to supervisors and administrators in problems relating to special education, curriculum and instruction, group testing, counseling and guidance, pupil personnel policies, and other matters relating to the adjustment of the individual child in the school setting.
2. A resource person to the school staff and community in developing better understanding and application of the principles of child development, learning, mental health, and the implication of individual differences.

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B. PROVISIONAL CERTIFICATE

The provisional school psychologist's certificate will be issued to the holder of a master's degree with 24 semester hours (36 quarter hours) of graduate work well distributed over the following areas:

1. Psychology of human development
2. The psychology of learning
3. The psychology of normal personality
4. Standardized group measurement and evaluation
5. Statistics and research design
6. The psycho-educational evaluation of children using individual testing techniques and evaluative skills with laboratory experiences including practice in the interpretation of tests and other data (at least 6 semester hours or 9 quarter hours in this area shall be planned sequence).
7. The implications of individual psychological evaluation of exceptional children for classroom management, instructional materials, and teaching methodology.
8. The psychology of counseling and interviewing techniques with supervised experience.
9. The role and function of the psychologist in the school, with evidence of an Ohio teacher's certificate, and upon evidence of 9 months of satisfactory full-time internship in a school setting under the supervision of a certificated school psychologist in cooperation with an approved college or university program. (This requirement may be waived upon evidence of 18 months of satisfactory experience as a school psychologist in the schools of another state.)

(OR)

The provisional school psychologist's certificate will be issued to the applicant who does not hold an Ohio teacher's certificate provided the above requirements have been met and he has completed 12 semester hours (18 quarter hours) of course work well distributed over the following areas:

1. The curriculum of the schools
2. The purpose and organization of the school
3. Directed observation of and participation in the normal school processes under supervision within a school setting
4. Educational administration
5. Remedial instruction and educational disability.

C. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional school psychologist's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a school psychologist within a five-year period immediately preceding the date of application. A holder of the

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certificate who has not served as a school psychologist within this five-year period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field.

D. PROFESSIONAL CERTIFICATE

A provisional school psychologist's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a school psychologist under the provisional school psychologist's certificate and upon evidence of the completion of 8 semester hours (12 quarter hours) of graduate work beyond the minimum requirements for the provisional certificate, 6 semester hours (9 quarter hours) of which must be in the areas of psychology and/or education.

E. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional school psychologist's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a school psychologist.

F. PERMANENT CERTIFICATE

A professional school psychologist's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a school psychologist under the professional school psychologist's certificate and upon the evidence of the completion of 8 semester hours (12 quarter hours) of graduate work beyond the minimum requirements for the professional certificate, 4 semester hours (6 quarter hours) of which shall be in the areas of psychology and/or education.

3312-21-17 Visiting Teacher

A. SCOPE OF SERVICE

The primary responsibility of the visiting teacher shall be to work with pupils who are experiencing difficulty with school adjustment. This service supplements the contribution of the teacher and other school personnel and is carried out in cooperation with them. As a liaison service, it helps to integrate school and community services for the benefit of the child.

B. PROVISIONAL CERTIFICATE

The provisional visiting teacher's certificate will be issued to the holder of a master's degree with 14 semester hours (21 quarter hours) of graduate work well distributed over the following areas:

1. Human growth and development
2. Psychology of exceptional children
3. Educational psychology
4. Testing and measurements

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5. Pupil personnel services
6. Counseling principles and procedures or social casework
7. Ohio school law, family counseling, community organization, or juvenile delinquency, and with evidence of one year of satisfactory experience as a classroom teacher, school psychologist, school counelor, or school social worker, or with the equivalent of one semester of full-time internship in a school setting under the supervision of a certificated visiting teacher in cooperation with an approved college or university program.

C. RENEWAL OF PROVISIONAL CERTIFICATE

The provisional visiting teacher's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a visiting teacher within a five year period immediately preceding the date of application. A holder of a provisional certificate who has not served as a visiting teacher within this five year period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field.

D. PROFESSIONAL CERTIFICATE

A provisional visiting teacher's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a visiting teacher under the provisional visiting teacher's certificate.

E. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional visiting teacher's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a visiting teacher.

F. PERMANENT CERTIFICATE

A professional visiting teacher's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a visiting teacher under the professional visiting teacher's certificate and upon evidence of the completion of two additional graduate courses in the area of pupil personnel services completed since the granting of the initial visiting teacher's certificate.

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3301-21-18 School Nurse Certificate

A. SCOPE OF SERVICE

School nurses shall hold a current license to practice as a registered nurse in the state of Ohio. Duties performed by school nurses include:

1. To aid in the conduct and coordination of school health services programs.

B. PROVISIONAL CERTIFICATE

The provisional school nurse's certificate will be issued to the holder of a bachelor's degree from an approved college or university, provided the pattern of preparation leading to the degree conforms to the following requirements:

Course work well distributed over the following areas:

a. Community health and family counseling
b. Mental and emotional health
c. The school in relation to society
d. The learner and the learning process
e. The school health program
    1. School health services and environment
    2. Principles, organization, and administration of school health services
f. A supervised school nurse experience in an approved school setting to approximate the school day for a period not less than one full quarter.

C. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional school nurse's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a school nurse within a five year period immediately preceding the date of application. A holder of the certificate who has not served as a school nurse within a five year period immediately preceding the date of application may become leigible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) in appropriate areas.

D. PROFESSIONAL CERTIFICATE

A provisional school nurse's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a school nurse under the provisional school nurse's certificate and upon completion of 18 semester hours (27 quarter hours) in appropriate areas beyond the requirements for the provisional certificate.

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E. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional school nurse's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a school nurse within a five year period immediately preceding the date of application. A holder of the certificate who has not served as a school nurse within a five year period immediately preceding the date of application may become leigible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) in appropriate areas.

F. PERMANENT CERTIFICATE
A professional school nurse's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a school nurse under the professional school nurse's certificate and upon evidence of the completion of an appropriate master's degree. The applicant must be employed full-time in the schools of Ohio at the time of application.

G. REGISTERED NURSE LICENSE REQUIREMENT
The applicant for any school nurse certificate shall be a holder of a current license to practice as a registered nurse in the state of Ohio.

H. WAIVER CLAUSE
Any registered nurse employed by a school district in the capacity of a school nurse on January 1, 1973, or any registered nurse employed by a city or general health district on January 1, 1973, to serve full-time in the capacity of school nurse in one or more districts, shall be considered to have fulfilled the requirements for the issuance of a provisional school nurse's certificate.

I. VALIDATION FOR TEACHING
The school nurse's certificate may be validated for teaching either health or family living provided the holder thereof has met the professional education and subject matter specialization course work required for the appropriate type certificate.

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STANDARDS: SPECIAL TEACHING CERTIFICATES
(Grades Kindergarten Through 12, Inclusive)

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3301-21-19 Certification Standards

The special teaching certificate is valid for teaching any subject appearing on the certificate in grades kindergarten through 12, inclusive, unless otherwise noted on the certificate or stated in the laws and regulations governing certification.

A. PROVISIONAL CERTIFICATE
The provisional special teacher's certificate will be issued to the holder of a bachelor's degree providing the pattern of training leading to the degree conforms to the following requirements:

1. Professional Education (21 semester hours or 32 quarter hours)
   Course work well distributed over the following areas:
   a. Understanding the learner and the learning process
   b. School in relation to society
   c. General curriculum; methods and laboratory experiences, including student teaching, at both the elementary and secondary level, in a field in which certification is sought.

Suggested minimum distribution: 3 semester hours (5 quarter hours) in a; 3 semester hours (5 quarter hours) in b; and 15 semester hours (23 quarter hours) in c.

2. General Education (30 semester hours or 45 quarter hours)
   Course work well distributed over the following areas:
   a. Science and mathematics
   b. Social sciences
   c. English and/or foreign language
   d. Fine arts, philosophy and/or theological studies.

3301-21-20 Areas of Specialization

1. VISUAL ART (50 semester hours or 75 quarter hours)
   Course work well distributed over the following areas:
   A. Studio studies
      1. Two-dimensional studies (varied media in design, drawing, painting, and printmaking)
      2. Three-dimensional studies (varied media in design, sculpture, and crafts including fabrics, wood, metal, and clay)
      3. Graphic communication (design and symbolic functions of letters)
      4. Advanced study in one of the above fields or in film arts

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B. Art history and criticism (art appreciation)
  1. Art history
  2. Advanced study in art criticism, aesthetics, art history, or environmental design. Suggested minimum distribution: 30 semester hours (45 quarter hours) in group A; 10 semester hours (15 quarter hours) in group B; and 10 semester hours (15 quarter hours) electives in either group A or B.

VISUAL ART — ELEMENTARY SCHOOL ONLY
(20 semester hours or 30 quarter hours)
The holder of a standard elementary teacher's certificate may have that certificate validated for teaching visual art in the elementary school upon evidence of 20 semester hours (30 quarter hours) of course work well distributed over the following areas:

A. Studio studies
  1. Two-dimensional studies (varied media in design, drawing, painting, and printmaking)
  2. Three-dimensional studies (varied media in design, sculp ture, and crafts including fabrics, wood, metal, and clay)
  3. Graphic communication (design and symbolic function of letters)

B. Art history and criticism (art appreciation)

C. Art education (curriculum content, visual learning development, evaluation, and philosophy). Suggested minimum distribution: 12 semester hours (18 quarter hours) in group A; 4 semester hours (6 quarter hours) in group B; and 4 semester hours (6 quarter hours) in group C.

2. EDUCATIONAL MEDIA (30 semester hours or 45 quarter hours)
Course work including print and nonprint materials well distributed over the following areas:

A. Selection of educational media, effective utilization, and production

B. Bibliography, including children's literature and adult literature suitable to the elementary, middle, and high school

C. Reference tools

D. Cataloging and classification

E. Organization, administration, and utilization of the educational media center

F. Practical experience in an educational media center as part of the student teaching experiences.

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EDUCATIONAL MEDIA—ELEMENTARY SCHOOL ONLY (20 semester hours or 30 quarter hours)
The holder of a standard elementary teacher's certificate may have that certificate validated for educational media in the elementary school upon evidence of 20 semester hours (30 quarter hours) of course work including print and nonprint materials well distributed over the following areas:

A. Selection of educational media, effective utilization, and production
B. Bibliography, including children's literature
C. Reference tools
D. Cataloging and classification
E. Organization, administration, and utilization of the educational media center

3. HEALTH EDUCATION (30 semester hours or 45 quarter hours)
Course work well distributed over the following areas:

A. Human anatomy and physiology
B. The school health program
    1. School health instruction
    2. School health services and environment
    3. Principles, organization, and administration of school health education programs
C. Basic subject matter in health
    1. Personal health problems
    2. Community health problems
    3. Safety education and first aid
D. Behavioral science
    1. Fundamentals of sociology
    2. General psychology
E. Electives in related areas such as:
    1. School-community relationships
    2. Microbiology (bacteriology)
    3. Nutrition
    4. Mental and emotional health
    5. Physiology of exercise
    6. Marriage and family life
    7. Measurement and evaluation of health.

Suggested minimum distribution: 6 semester hours (9 quarter hours) in area A; 9 semester hours (14 quarter hours) in area B; 9 semester hours (14 quarter hours) in area C; 3 semester hours (5 quarter hours) in area D; and 3 semester hours (5 quarter hours) in area E.

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4. INDUSTRIAL ARTS (45 semester hours or 68 quarter hours)
   Course work well distributed over the following areas:
   - A. Industrial crafts (plastic, leather, metal, and wood)
   - B. Drafting/design
   - C. Electricity-electronics
   - D. Graphic arts
   - E. Metal technology
   - F. Wood technology
   - G. Power mechanics
   - H. Additional work in fundamental processes as they apply to the elementary-age child.
5. LANGUAGES (30 semester hours or 45 quarter hours)
   Thirty semester hours (45 quarter hours) in a modern foreign language.

   LANGUAGES — ELEMENTARY SCHOOL ONLY (20 semester hours or 30 quarter hours)
   The holder of a standard elementary teacher's certificate may have that certificate validated for teaching of a modern foreign language in the elementary school upon evidence of 20 semester hours (30 quarter hours) of credit in a modern foreign language.
6. MUSIC (50 semester hours or 75 quarter hours)
   Course work well distributed over the following areas:
   - A. Music literature in world cultures, including contemporary music
   - B. Basic musicality, theory, and analysis
   - C. Composition, improvisation, and arranging
   - D. Individual performance (piano, voice, and instrument)
   - E. Group performance and conducting
   - F. Functional music
   - G. Music education in elementary and secondary schools
   - H. Elective areas of music teaching specialization (general, vocal, and instrumental) including application of teaching-learning processes in music to the elementary-age child.

   Suggested minimum distribution: 6 semester hours (9 quarter hours) each in areas A, C, D, E, F, G, and H; and 8 semester hours (12 quarter hours) in area B.

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MUSIC — ELEMENTARY SCHOOL ONLY (20 semester hours or 30 quarter hours) The holder of a standard elementary teacher's certificate may have that certificate validated for music in the elementary school upon evidence of 20 semester hours (30 quarter hours) of course work well distributed over the following areas:

A. Music literature in world cultures
B. Basic musicality, theory, analysis, and improvisation
C. Performance for teaching (group performance; functional piano, voice, and instruments; and conducting)
D. Music education including music for early childhood
E. Laboratory experiences in general music teaching.

Suggested minimum distribution: 2 semester hours (3 quarter hours) in A; 4 semester hours (6 quarter hours) in B; 6 semester hours (9 quarter hours) in C; 6 semester hours (9 quarter hours) in D; and 2 semester hours (3 quarter hours) in E.

7. PHYSICAL EDUCATION (45 semester hours or 68 quarter hours)

Course work well distributed over the following areas:

A. Human anatomy and physiology
B. Kinesiology, physiology of activity, and motor learning
C. History, philosophy, and principles of physical education; administration and organization of physical education
D. Elementary school program activities and procedures, including basic movement, rhythms, self-testing, and games
E. Secondary school program activities and procedures, including rhythms, gymnastics, aquatics, sports, athletics, and "movement education"
F. Adapted physical education, including the teaching of all handicapped children
G. School health services, school-community relationships, or healthful environment
H. First aid, prevention, and care of injuries
I. Evaluation and measurement in physical education
J. Electives related to the field of specialization in physical education (coaching, outdoor education, recreation, aquatics, officiating, dance, intramural activities, personal health problems, and community health problems).

Suggested minimum distribution: 6 semester hours (9 quarter hours) each in areas A, B, C, D, E, and J; 3 semester hours (5 quarter hours) in area G; and 2 semester hours (3 quarter hours) in areas F, H and I.

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PHYSICAL EDUCATION — ELEMENTARY SCHOOL ONLY (20 semester hours or 30 quarter hours)

The holder of a standard teaching certificate may have that certificate validated for teaching of physical education in the elementary school upon evidence of 20 semester hours (30 quarter hours) of course work well distributed over the following areas:

A. Human anatomy and physiology
B. Kinesiology, physiology of activity, and motor learning
C. Elementary school program activities and procedures, including basic movement, rhythms, self-testing, and games
D. Adapted physical education, including the teaching of all handicapped children
E. First aid, prevention, and care of injuries
F. Evaluation and measurement in physical education.

Suggested minimum distribution: 6 semester hours (9 quarter hours) each in areas B and C; and 2 semester hours (3 quarter hours) each in areas A, D, E, and F.

8. SPEECH (40 semester hours or 60 quarter hours)

Course work well distributed over the following areas:

A. Fundamental processes; speech fundamentals; and electives in basic speech processes (physics of sound, listening, phonetics, semantics, and linguistics)
B. Theory and history of speech
    1. Communication media theory (communication, rhetorical, psychological, argumentation, and theatrical)
    2. Communication media history (public address, radio-television, and theater)
C. Forms of Speech
    1. Oral interpretation
    2. Public address (platform speaking, discussion, and debate)
    3. Theater (acting, play direction, and technical theater)
D. Additional work in fundamental processes, theory and history, and laboratory experience as they apply to the elementary-age child.

Suggested minimum distribution: 6, 10, 14, 10 semester hours (9, 15, 21, 15 quarter hours), respectively, in areas A, B, C, and D.

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3301-21-21 Special Teaching Certificates (grades kindergarten through 12, inclusive)

A. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional special teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

B. PROFESSIONAL CERTIFICATE

A provisional special teacher's certificate may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the standard provisional certificate and upon evidence of the completion of 18 semester hours (27 quarter hours) in professional education and related disciplines completed since the granting of the initial special teacher's standard certificate. The applicant must be employed full-time in the schools of Ohio at the time of application.

C. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional special teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

D. PERMANENT CERTIFICATE

A professional special teacher's certificate may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (EQUIVALENT means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-211 Bilingual Multicultural Certificate

A. SCOPE OF SERVICE

Responsibilities of bilingual multicultural teachers include:

1. Teaching English to pupils whose native language is other than English;
2. Employing, when appropriate, both English and the pupils' native language in teaching subject content; and
3. Understanding the pupils' culture.

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B. PROVISIONAL CERTIFICATE
The provisional certificate will be issued to the holder of a bachelor's degree from an approved college or university who is otherwise certificated in any subject or grade and who meets the following requirements:

1. Proficiency in English and in a language other than English;
2. A program of study appropriate to subject or grade level which includes:
    - a. History and philosophy of bilingual multicultural education;
    - b. Theories and practices of bilingual multicultural education;
    - c. Teaching English to pupils whose native language is other than English;
    - d. Linguistics and its application to bilingualism;
    - e. Characteristics of the customs and culture of appropriate language groups, the knowledge of which is essential for successful bilingual multicultural teaching;
    - f. A supervised bilingual multicultural student teaching experience, or an appropriate practicum, in a chartered school or other approved education setting.

C. RENEWAL OF PROVISIONAL CERTIFICATE
A provisional certificate may be renewed upon evidence of at least nine months of successful teaching experience within a five-year period immediately preceding the date of application. A holder of the certificate who has not taught within a five-year period immediately preceding the date of application may become eligible for a renewal by completing six semester hours (nine quarter hours) in appropriate areas.

D. PROFESSIONAL CERTIFICATE
A provisional certificate may be converted into a professional certificate upon evidence of twenty-seven months of successful bilingual multicultural teaching experience in Ohio under the provisional certificate, completion of eighteen semester hours (twenty-seven quarter hours) in appropriate areas beyond the requirements for the provisional certificate, and full-time employment in the schools of Ohio at the time of application.

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E. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional certificate may be renewed upon completion of at least nine months of successful bilingual multicultural teaching experience within a five-year period immediately preceding the date of application. A holder of the certificate who has not served as a bilingual multicultural teacher within a five-year period immediately preceding the date of application may become eligible for a renewal by completing six semester hours (nine quarter hours) in appropriate areas.

F. PERMANENT CERTIFICATE
A professional certificate may be converted into a permanent certificate upon evidence of forty-five months of successful bilingual multicultural teaching experience under the professional certificate, completion of an appropriate master's degree, and full-time employment in the schools of Ohio at the time of application.

G. WAIVER CLAUSE
Notwithstanding the provisions of paragraph B, C, D, E or F of this rule, the holder of a standard Ohio teaching certificate who was both employed by an Ohio school district or chartered school and assigned to a bilingual multicultural program on December 31, 1982, may apply prior to December 31, 1983, to have such certificate validated for bilingual multicultural education upon documentation of proficiency in English and in a language other than English and successful teaching experience in a bilingual multicultural education program.

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STANDARDS: SPECIAL TEACHING CERTIFICATES
(Exceptional Children)

3301-21-22 Teachers of the Deaf and Hard of Hearing

RECOMMENDED

A. PROVISIONAL CERTIFICATE

The provisional special education teacher's certificate to teach the deaf and hard-of-hearing will be issued to the holder of a bachelor's degree and upon evidence of the following pattern of education:

Two courses in each of the following areas:

1. The teaching of speech to the deaf
2. The teaching of language to the deaf
3. Methods of teaching elementary subjects to the deaf.

Course work will distributed over the following areas:

1. Education and guidance of the deaf
2. Audiometry and hearing aids
3. Auditory training and speech reading
4. Education of exceptional children with learning disabilities and/or behavior disorders
5. Student teaching in classes for the deaf.

B. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE

A provisional special education teacher's certificate to teach the deaf and hard-of-hearing may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. PERMANENT CERTIFICATE

A professional certificate special education teacher's certificate to teach the deaf and hard-of hearing may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means

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30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-23 Teachers of the Orthopedically Handicapped

A. PROVISIONAL CERTIFICATE

The provisional special education teacher's certificate to teach the orthopedically handicapped will be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

Course work well distributed over the following areas:

1. Education of the orthopedically handicapped
2. Education and psychology of the educable mentally retarded
3. Education of exceptional children with learning disabilities and behavior disorders
4. Student teaching in classes for the orthopedically handicapped.

B. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE

A provisional special education teacher's certificate to teach the orthopedically handicapped may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

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E. PERMANENT CERTIFICATE

A professional special education teacher's certificate to teach the orthopedically handicapped may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teach education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-24 Physical Therapist

A. PROVISIONAL CERTIFICATE

The provisional special education teacher's certificate for physical therapy will be issued to the holder of a bachelor's degree and an Ohio Medical Board License in physical therapy.

B. RENEWAL OF PROVISIONAL CERTIFICATE

A PROVISIONAL special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application.

A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE

A provisional special education teacher's certificate for physical therapy may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted and one course in each of the following areas:

1. Education and psychology of the educable mentally retarded
2. Education of exceptional children with learning disabilities and behavioral disorders.

The applicant must be employed full-time in the schools of Ohio at the time of application.

D. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

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E. PERMANENT CERTIFICATE
A professional special education teacher's certificate for physical therapy may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-25 Occupational Therapist

A. PROVISIONAL CERTIFICATE
The provisional special education teacher's certificate for occupational therapy will be issued to the holder of a bachelor's degree and the completion of the approved curriculum as required by the council on medical education and hospitals of the American medical association in occupational therapy and with a minimum of 9 months internship in clinical affiliations.

B. RENEWAL OF PROVISIONAL CERTIFICATE
A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application. A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE
A provisional special education teacher's certificate for occupational therapy may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted and upon evidence of the completion of one course in each of the following areas:

1. Education and psychology of educable mentally retarded children
2. Education of exceptional children with learning disabilities and behavioral disorders.

The applicant must be employed full-time in the schools of Ohio at the time of application.

D. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

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E. PERMANENT CERTIFICATE
A professional special education teacher's certificate for occupational therapy may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-26 Teachers of the Visually Handicapped

A. PROVISIONAL CERTIFICATE
The provisional special education teacher certificate to teach visually handicapped children will be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education: Course work will distributed over the following areas:

1. Curriculum, instructional materials, and educational media for the visually handicapped
2. Daily living skills, mobility training, and occupational orientation for the visually handicapped
3. Education of exceptional children with learning disabilities and behavior disorders
4. Principles and methods of teaching braille (2 courses in this area)
5. Observation and student teaching in classes for the visually handicapped.

B. RENEWAL OF PROVISIONAL CERTIFICATE
A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application. A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE
A provisional special education teacher's certificate to teach the visually handicapped may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

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E. PERMANENT CERTIFICATE

A professional special education teacher's certificate to teach the visually handicapped may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-27 Teachers of the Educable Mentally Retarded

A. PROVISIONAL CERTIFICATE

The provisional special education teacher's certificate to teach the educable mentally retarded will be issued to the holder of a bachelor's degree and upon evidence of the following pattern of education:

Course work will distributed over the following areas:

1. Education and psychology of the educable mentally retarded
2. Occupational orientation and job training for the educable mentally retarded
3. Education of exceptional children with learning disabilities and behavior disorders
4. Preparation, selection, and adaption of instructional material; principles and practices in curriculum planning and program development in communication, arithmetic, social studies, and social skills for the educable mentally retarded; and instructional processes and methodology in basic academic skills
5. Student teaching in classes for the educable mentally retarded.

(OR)

The provisional special education teacher's certificate to teach the educable mentally retarded may be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

1. Education and psychology of the educable mentally retarded
2. Occupational orientation and job training for the educable mentally retarded
3. Curriculum and instructional materials for the educable mentally retarded
4. Education of exceptional children with learning disabilities and behavior disorders
5. Student teaching in classes for the educable mentally retarded.

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B. RENEWAL OF PROVISIONAL CERTIFICATE
A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application. A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE
A provisional special education teacher's certificate to teach the educable mentally retarded may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. PERMANENT CERTIFICATE
A professional special education teacher's certificate to teach the educable mentally retarded may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-28 Speech and Hearing Therapist

A. PROVISIONAL CERTIFICATE
The provisional special education teacher's certificate for speech and hearing therapy will be issued to the holder of a bachelor's degree and upon evidence of the following pattern of education:
Course work will distributed over the following areas:

1. Normal aspects of communication
   a. Voice and diction
   b. Human growth and development
   c. Phonetics
2. Disorders of human communication
   a. Beginning speech pathology (emphasis on functional problems)
   b. Advanced speech pathology (emphasis on organic problems)

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- c. Stuttering and/or psychogenic disorders of speech
- d. Voice problems
- e. Introduction to audiology and hearing conversation
- f. Methods in speech reading and auditory training
- g. Language disorders

3. Related fields
    - a. Education of exceptional children with learning disabilities and behavior disorders
    - b. Survey of psychological tests and measurements
    - c. Organization and administration of public school speech and hearing programs
4. Practicum
    - a. Clinical practice in speech
    - b. Clinical practice in hearing
    - c. Student teaching in speech and hearing therapy.

B. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application. A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE

A provisional special education teacher's certificate for speech and hearing therapy may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted and upon evidence of 14 semester hours (21 quarter hours) of graduate work in the area of speech pathology and/or audiology at an approved institution for speech and hearing therapy, this work to have been completed since the granting of the initial speech and hearing therapist's standard certificate. The applicant must be employed full-time in the schools of Ohio at the time of application.

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D. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional special education teacher's certificate for speech and hearing therapy may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours (45 quarter hours) of graduate work in the area of speech pathology and/or audiology.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-29 Teacher of Children with Learning Disabilities and/or Behavior Disorders

A. PROVISIONAL CERTIFICATE
The provisional special education teacher's certificate to teach children with learning disabilities and/or behavior disorders will be issued to the holder of a standard teaching certificate and upon evidence of the following pattern of education:

1. Diagnostic teaching of basic academic skills including a practicum
2. Classroom structure and behavior management for children with learning disabilities and/or behavior disorders
3. Education of exceptional children with learning disabilities and/or behavior disorders
4. Student teaching in classes for children with learning disabilities and/or behavior disorders.

B. RENEWAL OF PROVISIONAL CERTIFICATE
A provisional special education teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application. A holder of a provisional special education teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

C. PROFESSIONAL CERTIFICATE
A provisional special education teacher's certificate to teach children with learning disabilities and/or behavior disorders maybe converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted. The applicant must be employed full-time in the schools of Ohio at the time of application.

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D. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

RECOMMENDED

E. PERMANENT CERTIFICATE
A professional special education teacher's certificate to teach children with learning disabilities and/or behavior disorders may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-47 Standards for Teachers of the Moderately, Severely and Profoundly Retarded

A. PROVISIONAL CERTIFICATE
The provisional special education teacher's certificate to teach the moderately, severely and profoundly retarded will be issued to the holder of a bachelor's degree and upon evidence of the following pattern of education with course work well distributed over the following areas:

1. Education or psychology of the moderately, severely and profoundly retarded.
2. Education or psychology of exceptional children.
3. Curriculum planning and teaching methods and instructional materials for the moderately, severely and profoundly retarded or developmentally disabled including at least ten clock hours of actual classroom observation in classes for these students.
4. Behavior modification, management or analysis.
5. Education of children with physical handicaps, sensory deficits, and communication disorders.
6. Education of counseling of parents of the handicapped.
7. Student teaching in a program for the moderately, severely or profoundly retarded.

B. RENEWAL OF PROVISIONAL CERTIFICATE
A provisional special education teacher's certificate may be renewed upon the evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application. A holder of a provisional special teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching.

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C. PROFESSIONAL CERTIFICATE
A provisional special education teacher's certificate to teach the moderately, severely and profoundly retarded may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio under the provisional certificate to be converted and the completion of 18 semester hours (27 quarter hours) of course work in special education or a closely related field since the issuance of the first standard moderately, severely and profoundly retarded certificate, or a master's degree in special education. The applicant must be employed full-time in the schools of Ohio at the time of application.

D. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional special education teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

E. PERMANENT CERTIFICATE
A professional special education teacher's certificate to teach the moderately, severely and profoundly retarded may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience in Ohio under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means thirty semester or forty-five quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application.

F. VALIDATION
Certificates in the teaching areas of family life education, visual art, home economics, industrial arts, music and physical education may be validated for the moderately, severely, and profoundly retarded teaching area upon the completion of course work well distributed over the following areas:

1. Education or psychology of the moderately, severely, and profoundly retarded.
2. Curriculum planning and teaching methods and instructional materials for the moderately, severely and profoundly retarded or developmentally disabled including at least ten clock hours of actual classroom observation in classes for these students.
3. Behavior modification, management or analysis.

This validation qualifies an individual to work with the moderately, severely, and profoundly retarded students in the primary area of certification.

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STANDARDS: VOCATIONAL TEACHING CERTIFICATES

3301-21-30 Agriculture

RECOMMENDED

PROVISIONAL CERTIFICATE

The provisional vocational agriculture certificate will be issued to the holder of a bachelor's degree provided the pattern of education leading to the degree conforms to the following requirements:

A. Professional Courses
   Course work well distributed over the following areas:
   1. Understanding the learner and the learning process
   2. School in relation to society
   3. Principles and methods of teaching vocational agriculture, including student teaching in vocational agriculture, in the area of specialization.
   Suggested minimum distribution: 3 semester hours (5 quarter hours) in 1; 3 semester hours (5 quarter hours) in 2; and 15 semester hours (23 quarter hours) in 3.

B. Technical Courses
   1. Agricultural production
   2. Agricultural business and supplies
   3. Agricultural industrial equipment and service
   4. Agricultural products — food processing
   5. Horticulture
   6. Agri-resource and environmental science
   7. Forestry
   8. Other agriculture.
   Suggested minimum distribution: 40 semester hours (60 quarter hours) of course work in technical agriculture and/or courses associated with teaching in one or more of the agricultural areas, including 16 semester hours (24 quarter hours) in the area of specialization. An applicant must apply for the provisional vocational agriculture certificate in one of the technical areas of specialization.

C. Occupational Experience
   One year of gainful employment in the area of specialization

(OR)

A provisional vocational agriculture certificate may be issued to one who submits evidence of the following:

A. Professional Preparation
   Completion of a program of professional courses which shall be equivalent to a minimum of 16 semester hours (24 quarter hours) of teacher improvement at a college or university approved for vocational agriculture and selected from the following areas:
   1. Philosophy and/or principles of vocational education

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2. Special methods in vocational agriculture, including
   - a. Principles of teaching
   - b. Curriculum planning
   - c. Adult education
   - d. Evaluation
   - e. Supervision of occupational experience programs
   - f. Program planning and/or evaluation
   - g. Youth program (FFA)
   - h. Recruitment, selection, guidance, and placement of students in vocational education.

B. Teaching Experience
Eighteen months of successful teaching experience in vocational agriculture.

3301-21-31 Distributive Education

PROVISIONAL CERTIFICATE

The provisional vocational distributive certificate will be issued to the holder of a bachelor's degree provided the pattern of education leading to the degree conforms to the following requirements:

A. Professional Courses
Course work well distributed over the following areas:
1. Understanding the learner and the learning process
2. School in relation to society
3. Principles and methods of teaching vocational distributive education, including student teaching in vocational distributive education.

Suggested minimum distribution: 3 semester hours (5 quarter hours)in 1; 3 semester hours (5 quarter hours) in 2; and 15 semester hours (23quarter hours) in 3.

B. Technical Courses
Courses well distributed over the following areas:
1. Retailing
2. Wholesaling
3. Services.

Suggested minimum distribution: 10 semester hours (15 quarter hours) in each area, 1, 2, and 3.

C. Occupational Experience
Two years of gainful employment in a distributive occupation, one of which shall have been in continuous employment. The applicant who has followed a vocational distributive education program at a college or university approved for distributive education will need one year of gainful employment under the supervision of the distributive teacher educator.

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3301-21-32 Home Economics

PROVISIONAL CERTIFICATE

The provisional vocational home economics certificate will be issued to the holder of a bachelor's degree provided the pattern of education leading to the degree conforms to the following requirements:

A. Professional Courses
   Course work well distributed over the following areas:
   1. Understanding the learner and the learning process
   2. School in relation to society
   3. Principles and methods of teaching vocational home economics, including student teaching in the area of concentration—homemaking and consumer education or job training.

   Suggested minimum distribution: 3 semester hours (5 quarter hours) in 1; 3 semester hours (5 quarter hours) in 2; and 15 semester hours (23 quarter hours) in 3.

B. Technical Courses
   A vocational home economics certificate will be issued in one of two areas: homemaking and consumer education or job training.
   1. Homemaking and consumer education
      Course work well distributed over the following areas:
      a. Foods and nutrition
      b. Clothing and textiles
      c. Housing, home furnishings, and equipment
      d. Home management—theory and experience—and consumer economics.
      e. Child development, nursery school participation, and family relations
      f. Electives

      Suggested minimum distribution: 6, 6, 6, 9, 9, 3 semester hours (9, 9, 9, 9, 14, 14, 5 quarter hours), respectively, in areas a through f.
   2. Job training
      An applicant must apply for the provisional vocational home economics job training certificate in one of the following areas of specialization:
      a. Child care services
      Courses well distributed over the following areas:
      1. Family development
      2. Child development
      3. Nursery school theory and practicum
      4. Child psychology
      5. Children's art
      6. Children's literature
      7. Children's music
      8. Exceptional children
      9. Basic business
      10. Health and recreation for children.

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b. Food services

Courses well distributed over the following areas:

1. Nutrition
2. Basic food preparation
3. Quantity food preparation
4. Institutional buying
5. Management and organization
6. Bacteriology or food sanitation
7. Accounting or business organization
8. Experimental foods
9. Institutional equipment.

c. Fabric services

Course work well distributed over the following areas:

1. Textiles
2. Basic clothing construction
3. Home furnishings principles and laboratory
4. Related art
5. Basic business
6. Tailoring
7. Textiles analysis
8. Industrial production.

d. Community and home services

Course work well distributed over the following areas:

1. Household equipment
2. Institutional equipment
3. Management principles
4. Basic foods
5. Nutrition
6. Meal management
7. Sanitation
8. Health
9. Home nursing

Suggested minimum distribution: 30 semester hours (45 quarter hours) in a specialized area in home economics and closely related disciplines.

e. Multi-area

An applicant for the multi-area job training certificate complete the subject matter courses required for the vocational homemaking and consumer education certificate.

An applicant for the provisional vocational home economics job training certificate shall submit evidence of one year of gainful employment or supervised field experience, under the direction of the teacher-educator at the university, in the area of specialization.

(OR)

A provisional vocational home economics certificate in job training may be issued to one who submits evidence of the following:

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1. Professional Preparation
   Completion of a program of professional courses which shall be equivalent to 16 semester hours (24 quarter hours) of teacher improvement at a college or university approved for vocational home economics.
2. Teaching Experience
   Eighteen months of successful teaching experience in vocational home economics job training.

3301-21-33 Trade and Industrial Education

PROVISIONAL CERTIFICATE

The provisional vocational trade and industrial education certificate will be issued to the holder of a bachelor's degree provided the pattern of education leading to the degree conforms to the following requirements:

A. Professional Courses
   Course work well distributed over the following areas:
   1. Understanding the learner and the learning process
   2. School in relation to society
   3. Principles and methods of teaching vocational trade and industrial education, including student teaching in vocational trade and industrial education. Suggested minimum distribution: 3 semester hours (5 quarter hours) in 1; 3 semester hours (5 quarter hours) in 2; and 15 semester hours (23 quarter hours) in 3.

B. Technical Courses
   Course work well distributed over the following areas:
   1. Technical instruction in mathematics, science, and related disciplines
   2. Manipulative practice in a trade or industrial occupation
   3. Specialized courses in trade and industrial education.

   Credit may be given for gainful employment or such other special courses as may be pertinent to the teaching area. Suggested minimum distribution: 12 semester hours (18 quarter hours) in 1; 20 semester hours (30 quarter hours) in 2; and 12 semester hours (18 quarter hours) in 3.

C. Occupational Experience
   1. Manipulative and related technical instruction
      An apprenticeship program approved by the Ohio apprenticeship council or four years of work experience in the trade or industrial occupation of specialization.
   2. Related technical instruction
      One year of gainful employment in the trade or industrial occupation of specialization.

(OR)

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A provisional vocational trade and industrial education certificate may be issued to one who submits evidence of the following:

A. Professional Preparation
Completion of a program of preservice and in-service instruction which shall be equivalent to a minimum of 16 semester hours (24 quarter hours) of teacher improvement at a college or university approved for vocational trade and industrial education and selected from the following areas:
1. Introduction to vocational trade and industrial teaching
2. Organization of a local vocational trade and industrial education program
3. Teaching methods and techniques in trade and industrial education
4. Selection and organization of subject matter in trade and industrial education
5. Shop and laboratory organization and management
6. Evaluating techniques and practices in trade and industrial
7. Educational industrial coordination
8. Shop and laboratory design and layout
9. Coordination and supervision
10. History and philosophy of vocational trade and industrial education.

B. Teaching Experience
Eighteen months of successful teaching experience in vocational trade and industrial education. (When the individual holds a provisional or a professional teaching certificate in secondary education, the same certificate for vocational education may be obtained after 18 months of successful teaching experience in vocational education and the completion of 8 semester hours or 12 quarter hours of teacher improvement.)

3301-21-34 Trade and Industrial Education Coordinator

A provisional vocational trade and industrial education certificate may be validated for coordinator upon submitting evidence of eighteen months of satisfactory experience as a coordinator under a temporary vocational trade and industrial education certificate validated for coordinator.

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3301-21-35 Work Experience

A PROVISIONAL CERTIFICATE

A provisional vocational work experience certificate will be issued in one of two areas: occupational work experience or occupational work adjustment. The provisional vocational work experience certificate will be issued to the holder of a bachelor's degree provided the pattern of education leading to the degree conforms to the following requirements:

A. Professional Courses

Course work well distributed over the following areas:

1. Understanding the learner and the learner process
2. School in relation to society
3. Principles and methods of teaching vocational work experience, including student teaching in the area of concentration—occupational work experience or occupational work adjustment.

Suggested minimum distribution: 3 semester hours (5 quarter hours) in 1; 3 semester hours (5 quarter hours) in 2; and 15 semester hours (23 quarter hours) in 3.

B. Technical Courses

Course work well distributed over the following areas:

1. Survey of vocational education
2. Principles of vocational education
3. Educational and industrial coordination
4. Remedial reading
5. Psychology of slow learners
6. Counseling
7. Educational testing
8. Teaching the disadvantaged
9. Visual/sound techniques.

Suggested minimum distribution: 8 semester hours (12 quarter hours) from areas 1 through 9.

C. Occupational Experience

One year of gainful employment in business or industry.

(OR)

A provisional vocational work experience certificate may be issued (in one of two areas — occupational work experience or occupational work adjustment) to one who submits evidence of the following:

A. Professional Preparation

Graduation from an approved college or university

B. Teaching Experience

Eighteen months of teaching experience in an occupational work experience or occupational work adjustment program.

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C. Completion of a program of preservice and in-service instruction which shall be equivalent to a minimum of 8 semester hours (12 quarter hours) of teacher improvement at a college or university approved for vocational work experience and selected from the following areas:
   1. Survey of vocational education
   2. Principles of vocational education
   3. Educational and industrial coordination
   4. Remedial reading
   5. Psychology of slow learners
   6. Materials and methods for teaching slow learners
   7. Counseling
   8. Educational testing
   9. Teaching the disadvantaged
   10. Visual/sound techniques.

   (When the individual holds a provisional or a professional teaching certificate in secondary education, the same certificate for vocational education may be obtained after 18 months of successful teaching experience in vocational education and the completion of 8 semester hours or 12 quarter hours of teacher improvement.)

3301-21-36 Vocational Teaching Certificates

A. RENEWAL OF PROVISIONAL CERTIFICATE

   A provisional vocational teacher's certificate may be renewed upon evidence of satisfactory character and teaching ability as demonstrated by successful teaching experience within a five-year period immediately preceding the date of application. A holder of a provisional vocational teacher's certificate who has not taught within this period may become eligible for the renewal of the expired certificate by completing 6 semester hours (9 quarter hours) of refresher training pertinent to this field of teaching. A provisional vocational teacher's certificate issued to a teacher who does not hold a bachelor's degree may be renewed upon evidence of 9 semester hours (14 quarter hours) of teacher improvement work, at least one-half of such work to be taken from the vocational courses at a college or university approved for the vocational field requested.

B. PROFESSIONAL CERTIFICATE

   A provisional vocational teacher's certificate may be converted into a professional certificate upon evidence of 27 months of successful teaching experience in Ohio and upon evidence of the comletion of 18 semester hours (27 quarter hours) of teacher improvement work completed since the granting of the initial

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standard vocational certificate. At least one-half of such work is to be taken from vocational courses at a college or university approved for the vocational field requested. The applicant must be employed full-time in the schools of Ohio at the time of application.

C. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional vocational teacher's certificate (or renewal thereof) may be renewed under the same conditions as those governing the renewal of the provisional certificate.

D. PERMANENT CERTIFICATE
A professional vocational teacher's certificate may be converted into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon evidence of the completion of an appropriate master's degree or the equivalent. (Equivalent means 30 semester hours or 45 quarter hours of graduate credit representing a purposeful pattern of teacher education.) The applicant must be employed full-time in the schools of Ohio at the time of application. A person who obtained the provisional vocational certificate with less than a bachelor's degree may convert his professional vocational certificate into a permanent certificate upon evidence of 45 months of successful teaching experience under the professional certificate to be converted and upon the completion of a bachelor's degree. The applicant must be employed full-time in the schools of Ohio at the time of application.

3301-21-37 Vocational Supervisor

A. PROVISIONAL CERTIFICATE
The provisional vocational supervisor's certificate will be issued to the holder of a bachelor's degree with 10 semester hours (15 quarter hours) of course work in one of the occupational service areas (agriculture, business and office education, distributive education, home economics, trade and industrial education, or work experience) from a college or university approved for vocational education including at least one course in coordination and supervision and at least one course in selection and organization of curriculum. The remaining hours are to be selected from the following areas:

1. Shop and laboratory design
2. History of vocational education
3. Shop and laboratory organization and management
4. Education and business and industrial coordination

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5. Evaluation techniques for vocational programs
6. Research — problems in vocational education, and the applicant must furnish evidence of 27 months of successful teaching experience in vocational education.

B. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional vocational supervisor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a vocational supervisor and upon evidence of the completion of 8 semester hours (12 quarter hours) of additional course work at a college or university approved for vocational education and selected from the following areas:

1. Shop and laboratory design
2. History of vocational education
3. Shop and laboratory organization and management
4. Educational and business and industrial coordination
5. Evaluation techniques for vocational programs
6. Research — problems in vocational education,

C. PROFESSIONAL CERTIFICATE

A provisional vocational supervisor's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a vocational supervisor under the provisional vocational supervisor's certificate and upon evidence of the completion of 10 semester hours (15 quarter hours) of additional course work at a college or university approved for vocational education and selected from the following areas:

1. Shop and laboratory design
2. History of vocational education
3. Shop and laboratory organization and management
4. Education and business and industrial coordination
5. Evaluation techniques for vocational programs
6. Research — problems in vocational education.

D. RENEWAL OF PROFESSIONAL CERTIFICATE

A professional vocational supervisor's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a vocational supervisor.

E. PERMANENT CERTIFICATE

A professional vocational supervisor's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory as a vocational supervisor under the professional vocational supervisor's certificate and upon evidence of a master's degree.

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3301-21-38 Vocational Director

A. PROVISIONAL CERTIFICATE

The provisional vocational director's certificate will be issued to the holder of a bachelor's degree with 10 semester hours (15 quarter hours) of course work at a college or university approved for vocational education including at least one course in vocational organization and administration, at least one course in curriculum design for vocational education, and the remaining hours selected from the following areas:

1. Laws and regulations for vocational education
2. Financing for vocational education
3. School-community relations for vocational education
4. Staff personnel for vocational education
5. Educational facilities for vocational education
6. Supervision of instruction for vocational education
7. Social and philosophical foundations for vocational education
8. Evaluation techniques for vocational education
9. Research in vocational education
10. Vocational programming for youth and adults with special needs
11. Prevocational programming for youth and adults
12. Organizing adult vocational programs
13. Psychological foundations, and with evidence of 27 months of successful teaching experience in vocational education.

B. RENEWAL OF PROVISIONAL CERTIFICATE

A provisional vocational director's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a vocational director and upon evidence of the completion of 8 semester hours (12 quarter hours) of additional course work at a college or university approved for vocational education and selected from the areas listed under the requirements for the provisional certificate.

C. PROFESSIONAL CERTIFICATE

A provisional vocational director's certificate may be converted into a professional certificate upon evidence of 27 months of satisfactory experience as a vocational director under the provisional vocational director's certificate and upon evidence of the completion of 10 semester hours (15 quarter hours) of additional course work at a college or university approved for vocational education and selected from the areas listed under the requirements for the provisional certificate.

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D. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional vocational director's certificate (or renewal thereof) may be renewed at expiration upon evidence of satisfactory experience as a vocational director.

E. PERMANENT CERTIFICATE
A professional vocational director's certificate may be converted into a permanent certificate upon evidence of 45 months of satisfactory experience as a vocational director under the professional vocational director's certificate and upon evidence of a master's degree.

3301-21-391. Vocational Business and Office Education

A. PROVISIONAL CERTIFICATE
The provisional vocational business and office education certificate will be issued to the holder of a bachelor's degree from an approved college or university provided the pattern of education leading to the degree conforms to the following requirements:

1. Professional courses
   Course work well distributed over the following areas:
   a. Understanding the learner and the learning process;
   b. School in relation to society; and
   c. Principles and methods of teaching vocational intensive office education and cooperative office education, including student teaching in business and office education.

Suggested minimum distribution: three semester hours (five quarter hours) in paragraph A 1 a. of this rule; three semester hours (five quarter hours) in paragraph A 1 b. of this rule; and fifteen semester hours (twenty-three quarter hours) in paragraph A 1 c. of this rule.

2. Technical courses (forty-five semester or sixty-eight quarter hours)
   Course work well distributed over the following areas:
   a. Accounting,
   b. Business organization and management,
   c. Business law,
   d. Economics,
   e. Consumer economics,
   f. Marketing principles,
   g. Data processing (For the vocational certificate to include data processing, an applicant needs twelve semester hours or eighteen quarter hours of course work in data processing.),

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h. Office systems and procedures,
i. Business mathematics,
j. Business communications,
k. Typewriting through advanced,
j. Records management,
m. Office machines including reprographics, and
n. Shorthand through typewritten transcription or additional electives in business courses. (Electives may include human relations, personnel practices, office supervision, and specialized courses in business and office education.)

3. Occupational experience
One year of gainful employment in business and office occupations of which a portion may be alternative field-based experiences under the supervision of an approved teacher educator in business and office education. This certificate is valid for teaching all vocational business and office education areas with the exception of shorthand and data processing unless either or both areas have been covered.

B. RENEWAL OF PROVISIONAL CERTIFICATE
A provisional certificate may be renewed upon evidence of successful teaching experience within a five-year period immediately preceding the date of application. A holder of the certificate who has not taught within a five-year period immediately preceding the date of application may become eligible for a renewal by completing six semester hours (nine quarter hours) in appropriate areas.

C. PROFESSIONAL CERTIFICATE
A provisional certificate may be converted into a professional certificate upon evidence of twenty-seven months of successful teaching experience in Ohio under the provisional certificate, completion of eighteen semester hours (twenty-seven quarter hours) in appropriate areas beyond the requirements for the provisional certificate, and full-time employment in the schools of Ohio at the time of application. At least one-half of the course work must be taken from vocational courses at a college or university approved for the vocational field requested.

D. RENEWAL OF PROFESSIONAL CERTIFICATE
A professional certificate may be renewed under the same conditions as those governing the renewal of the provisional certificate.

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E. PERMANENT CERTIFICATE
A professional certificate may be converted into a permanent certificate upon evidence of forty-five months of successful teaching experience under the professional certificate, completion of an appropriate master's degree, and full-time employment in the schools of Ohio at the time of application.

F. WAIVER CLAUSE
Notwithstanding the provisions of paragraph A, B, C, or E of this rule, the holder of a standard Ohio teaching certificate with the comprehensive teaching field of business education and validations for both intensive office education and cooperative office education may apply prior to December 31, 1983, for a vocational business and office education certificate.

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STANDARDS: TEMPORARY TEACHING CERTIFICATES

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3301-17-01 Non-Vocational Fields

Temporary certificates for non-vocational fields of teaching are issued in accordance with section 3319.18 of the Revised Code. Requirements for such certificates are prescribed annually and are published in a supplementary bulletin.

3301-21-39 For Vocational Fields

A. AGRICULTURE

1. A person who holds a bachelor's degree and has a background of satisfactory agricultural experience in the area in which he intends to teach may be issued a one year vocational certificate upon the completion of four semester hours (six quarter hours) of professional pre-service teacher education through a college or university approved for vocational agriculture instruction and participation in the prescribed inservice education.

(OR)

2. In programs including the highly skilled areas of agriculture, a one year vocational certificate may be issued under the same provisions as outlined above with the exception that the applicant, in lieu of a bachelor's degree, must have successfully completed a minimum of seven years of occupational experience in the area in which he intends to teach.
3. Renewal of one year vocational certificate
   a. A first renewal of the one year vocational certificate may be issued upon the completion of two professional courses of two semester hours (three quarter hours) each of agriculture education as outlined for the provisional vocational certificate in agriculture.
   b. Subsequent renewals of the one year vocational certifica te may be issued on the basis of continued success in teaching and the completion of additional professional courses as outlined under the first renewal of the one year vocational certificate.

B. BUSINESS AND OFFICE EDUCATION

1. A one year vocational business and office education certificate may be issued upon evidence of the following:
   a. A bachelor's degree in business administration or equivalent (a maximum of four renewals will be granted), or
   b. At least sixty semester hours (ninty [sic] quarter hours) of credit with a minimum of forty-five semester hours (sixty-eight quarter hours) of business content course work (a maximum of four renewals will be granted), or

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   c. A minimum of seven years of satisfactory experience in certain emerging office occupations (a maximum of eight renewals will be granted) and the equivalent of four semester hours (six quarter hours) of work in preservice training in professional business education courses as outlined for the provisional certificate in business education.
2. Renewal of one year vocational certificate
   A certificate may be renewed upon completion of at least ten semester hours (fifteen quarter hours) of college work toward the provisional certificate in business education.

C. DISTRIBUTIVE EDUCATION

1. A one year vocational distributive education certificate will be issued in one of three areas: high school instructor, adult education instructor or instructor-coordinator.
   a. High school instructor—In certain specialized courses of instruction emerging in the field of distribution and marketing a person with less than a bachelor's degree may be issued a one year vocational certificate provided the applicant has met the following requirements:
      i. High school graduation
      ii. A minimum of five years of satisfactory experience in the area of specialization
      iii. The equivalent of four semester hours (six quarter hours) of work in preservice training in professional distributive education courses as outlined for the provisional certificate.
   b. Adult education instructor—A one year vocational distributive education certificate for adult instruction may be issued provided the applicant has met the following requirements:
      i. High school graduation
      ii. A minimum of two years of successful experience in his area of specialization
   c. Instructor-coordinator—A one year vocational certificate may be issued provided the applicant has met the following requirements:
      i. A bachelor's degree
      ii. A minimum of ten semester hours (fifteen quarter hours) of credit in technical content material as outlined for the provisional certificate
      iii. A minimum of four semester hours (six quarter hours) of credit in the professional distributive education courses

iv. Practical work experience in a distributive occupation of at least two years or no fewer than three quarters of full-time practical work experience under the supervision of a distributive teacher-educator from an approved college or university.

2. Renewal of one year vocational certificate

a. High school instructor—A renewal of the one year vocational certificate may be issued upon completion of course work equivalent to four semester hours (six quarter hours) of professional distributive education courses.

b. Adult education instructor—Continued renewal of the one year vocational certificate may be issued upon the recommendation of the superintendent.

c. Instructor-coordinator

i. A renewal of a one year vocational certificate requires a minimum of four semester hours (six quarter hours) of college credit in required distributive education courses.

ii. No more than two renewals of a one year vocational certificate will be granted for an instructor—coordinator.

D. HOME ECONOMICS

1. A one year vocational home economics certificate will be issued in one of two areas: homemaking and consumer education or job training.

a. Homemaking and consumer education—A one year vocational certificate may be issued to an applicant who has a degree with a major in home economics and who completes a vocational home economics methods course.

b. i. An applicant with a degree in home economics with a major in foods and nutrition, clothing and textiles, child development, home furnishings and equipment, or institutional or home management may be issued a one year vocational certificate for job training upon evidence of:

(a) One year of gainful employment or special supervised field experience

(b) An orientation in-service workshop in job training or a methods course in teaching job training.

(or)

ii. A person with less than a bachelor's degree may be issued a one year vocational certificate under the same provisions as outlined above with the exception that the applicant, in lieu of a bachelor's degree, must have successfully completed a minimum of seven years of occupational experience in the area in which he intends to teach.

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2. Renewal of one year vocational certificate—An applicant with a bachelor's degree may renew a one year vocational certificate if he has completed two professional courses in home economics. An applicant with less than a bachelor's degree may renew the one year vocational certificate upon the completion of an inservice program of education which shall be equivalent to a minimum of four semester hours (six quarter hours) of vocational home economics instruction selected from the list of professional courses as outlined for the provisional certificate.

E. TRADE AND INDUSTRIAL EDUCATION

1. A one year vocational certificate for trade and industrial education may be issued in one of the following areas:
   a. Instructor of high school and/or adult laboratory class
      i. Requirements:
         (a) High school graduation
         (b) Four years of apprenticeship or equivalent (graduation from an approved four-year college technical program may be substituted for three years of the apprenticeship or learning period.)
         (c) Three years of approved, recent journeyman experience in the trade that he is to teach
         (d) Completion of a program of preservice instruction.
      ii. This certificate is valid for teaching the skills in the manipulative (shop or laboratory) phase of an occupation and the related technical instruction.
   b. Instructor of high school and adult-related technical knowledge
      i. Requirements:
         (a) High school graduation
         (b) Three years of industrial experience related to the skills to be taught or a bachelor's degree in a technical field and one year of recent related industrial experience.
         (c) Completion of a program of preservice instruction
      ii. This certificate is valid for teaching the related knowledge (technology) required in the occupation.
   c. Instructor of diversified cooperative training requirements:
      i. A graduate, of an approved college or university, with a major or minor in trade and industrial education, or

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- ii. A graduate, of a college or university with a major in a technical field, and two years of successful teaching experience in the field of trade and industrial education or an acceptable program, or
- iii. A high school graduate, who has taught for two years under a standard vocational trade and industrial education certificate, and completion of preservice instruction and a minimum of two years of industrial experience. (Industrial experience shall be interpreted as those trades and/or skilled occupations approved for trade and industrial education.)

- d. Instructor of adult supplemental and apprenticeship classes
  - i. Requirements
    - (a) High school graduation
    - (b) Four years of apprenticeship or equivalent (graduation from an approved four-year college technical program may be substituted for three years of the apprenticeship or learning period.)
    - (c) Three years of approved, recent journeyman experience in the trade that he is to teach.
  - ii. This certificate is valid for teaching the manipulative skills (shop and laboratory phase of an occupation) and the related technical instruction.
- e. Instructor of adult supplemental and apprenticeship classes
  - i. Requirements:
    - (a) High school graduation
    - (b) Three years of approved recent experience related to the particular trade or occupation in which instruction will be given (graduation from an approved four-year college technical program may be substituted for two years of occupational experience.)
  - ii. This certificate is valid for teaching the related technical knowledge (technology) required in the occupation. (A teacher of secondary school technical subjects may be certified to teach a specific course in adult and apprenticeship education.)

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2. A one year vocational trade and industrial education certificate may be validated for trade and industrial education coordinator upon evidence of high school graduation and sixty semester hours (ninety quarter hours) of college credit with a major emphasis in trade and industrial education, and with two years of successful teaching experience in an approved trade and industrial education program.
3. Renewal of one year vocational certificate—A first one year vocational renewal will be issued upon the completion of an in-service program of education which shall be equivalent to a minimum of four semester hours (six quarter hours) of teacher improvement at a college or university approved for vocational trade and industrial education.
   a. Course work shall be selected from the following areas:
      i. Introduction to vocational trade and industrial teaching
      ii. Organization of a local vocational trade and industrial education program
      iii. Teaching methods and techniques in trade and industrial education
      iv. Selection and organization of subject matter in trade and industrial education
      v. Shop and laboratory organization and management
      vi. Evaluating techniques and practices in trade and industrial teaching
      vii. Educational and industrial coordination
      viii. Shop and laboratory design and layout
      ix. Coordination and supervision
      x. History and philosophy of vocational trade and industrial education
      xi. Organization and administration of trade and industrial education
      xii. Administration of vocational education
      xiii. Practice teaching
      xiv. Industrial relations and personnel problems
      xv. Determine trade and industrial needs
      xvi. Techniques of improving trade skills and technology
      xvii. Supervision of trade and industrial education
      xviii. Research—problems in trade and industrial education
   b. (An exception to this is the instructor of adult supplemental and apprenticeship classes, who teaches short units of instruction.)

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F. WORK EXPERIENCE

1. A one year vocational work experience certificate may be issued upon evidence of the following:
   a. A bachelor's degree
   b. Two years of successful teaching experience
   c. Completion of a program of preservice instruction and inservice instruction which shall be equivalent to a minimum of four semester hours (six quarter hours) of teacher improvement for vocational education selected from the following areas:
      i. Survey of vocational education
      ii. Principles of vocational education
      iii. Educational and industrial coordination
      iv. Remedial reading
      v. Psychology of slow learners
      vi. Materials and methods of teaching slow learners
      vii. Counseling
      viii. Educational testing
      ix. Teaching the disadvantaged
      x. Visual sound techniques
2. Renewal of one year vocational certificate—A one year vocational work experience certificate may be renewed upon the completion of an inservice program which shall be equivalent to a minimum of four semester hours (six quarter hours) of teacher improvement for vocational education selected from the areas listed above.

APPENDIX K

STANDARDS FOR COLLEGES OR UNIVERSITIES PREPARING TEACHERS

RECOMMENDED

3301-25-01 Organization

A. Prerequisite to the approval of a college of university to prepare teachers by the state board of education, the college or university shall first obtain authorization to grant the applicable baccalaureate or advanced degree by the Ohio board of regents.

B. A college or university seeking initial or continuing approval to prepare teachers shall submit evidence that its governing body, administration, and faculty regard teacher education as one of the integral parts of the college or university's total purpose and support teacher education commensurate with defined purposes and objectives.

C. A clearly defined statement of purposes and objectives shall be established for each field in which teachers are prepared.

D. Approval of a college or university by the state board of education to prepare teachers shall be for explicit teaching fields; e.g., elementary, comprehensive science, educable mentally retarded, or distributive education.

E. The primary responsibility for the preparation of teachers within a college or university shall be exercised by a clearly defined and organized administrative and instructional unit, such as a college, department, division, or school of education.

F. Relationships shall be established between the college or university preparing teachers and approved or chartered schools or school districts for the purpose of providing teacher education students with field-based experiences; and shall be formulated with written agreements when requested by either party, which shall include mutually agreed upon:
   (1) activities, services, and compensation;
   (2) roles and responsibilities;
   (3) provisions for solving problems and the coordination of ongoing activities;
   (4) means for revisions to meet changing needs and conditions; and
   (5) professional development programs for persons involved in the preparation of teachers. Experiences and objectives shall be jointly developed, with consideration of recognized professional guidelines, by representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students.

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G. The college or university having primary responsibility for the preparation of teachers shall select advisory committees of interested groups from within the college or university preparing teachers, interested groups from within approved or chartered schools or school districts, and interested citizens. Interested groups and organizations may submit nominees to the college or university preparing teachers for appointment to the advisory committees. The college or university preparing teachers shall utilize the committees for the purpose of advising on the design, approval, and continuous evaluation and development of teacher education, including criteria, policies, and procedures pertaining thereto. The advisory committee shall meet regularly and report to the college or university preparing teachers. The college or university preparing teachers shall act upon the reports of the advisory committee, and report its action to the advisory committee. The advisory committee minutes shall be made an official part of the documentation used in the evaluation by the state department of education.

H. Continuous recruitment and counseling shall be conducted to encourage the enrollment of individuals who evidence potential to become outstanding teachers.

I. Teacher education students shall be selected and admitted pursuant to criteria and procedures adopted by the governing body of the college or university which are conducive to the acquisition of the body of knowledge, skills, attitudes and values necessary for becoming an effective teacher. As used in Chapter 3301-25 of the Administrative Code the phrase "attitudes and values" means those characteristics necessary for a prospective teacher to successfully contribute to pupil growth; development; and tolerance for, and understanding of, human diversity.

J. Retention of teacher education students shall be pursuant to established criteria predicated upon satisfactory progress toward acquiring and utilizing the requisite body of knowledge, skills, attitudes, and values while completing course work and clinical and field-based experiences.

K. Criteria, policies and procedures shall be adopted by the college or university to govern teacher education and shall not discriminate on the basis of race, sex, political affiliation, religion, age, or socioeconomic status for teacher education students. Due process procedures shall be specified and accorded any individual who may be adversely affected by said criteria, policies or procedures.

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L. Agreements, criteria, objectives, policies, procedures, and purposes required by this standard shall be set forth in writing and disseminated as appropriate or upon request to administrators, faculty, and teacher education students within the college of university; cooperating school personnel; interested groups and organizations; and the state department of education.

3301-25-02 Curriculum

A. The body of knowledge, skills, attitudes, and values determined essential for effective teaching shall be specified for each field in which the college or university is approved to prepare teacher education students.

B. The specified body of knowledge, skills, attitudes, and values shall serve as the basis for development of the teacher education curriculum in each teaching field to include course work in general and professional education and in the content area of specialization, as required by approved teacher certification standards. The teacher education curriculum shall adequately reflect identified and significant academic and social concerns which would include:

1. the teaching of reading, as it pertains to the field for which certification is being sought;
2. human relations related to both teaching in a culturally pluralistic society and working effectively with students regardless of race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality not requiring a full-time specialized educational environment;
3. analysis and evaluation of one's performance skills as they relate to teaching behavior;
4. dealing with behavior problems (e.g., aggressive, abusive, withdrawal, et cetera); and
5. selection, preparation, and effective utilization of educational media to facilitate learning.

C. Each teacher education student shall satisfactorily participate in clinical experiences which present individual cases or problems involving the application of principles and theory in teaching and learning. Through clinical experiences under the direction and supervision of experienced faculty—in a college or university laboratory setting, approved or chartered school, or other approved setting—the teacher education student shall be involved in the use of diagnostic testing instruments and observational techniques to enable an analysis of pupil learning progress or difficulties, on both an individual and group basis, and prescriptions of instructional strategies, educational media, and materials to maximize pupil learning outcomes.

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D. Each teacher education student shall satisfactorily participate in a series of carefully planned, supervised, and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students. Field-based experiences shall be completed in a variety of urban and suburban or rural settings. Field-based experiences shall include at least one full quarter of student teaching, during which time the teacher education student will be expected to follow a teacher's regular schedule. College or university supervision of student teaching shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching assignment. Cooperating teachers in the student teaching experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

E. The clinical and field-based experiences for teacher education students shall be:
   (1) an integral part of the teacher education curriculum, commencing early therein and continuing in a sequential manner;
   (2) related to school-age youth; and
   (3) equivalent in time to one full quarter in addition to the student teaching experience as specified in Part D of this standard.

F. A complete description of the teacher education curriculum for each field—including, but not limited to, the sequential learning needed within the body of knowledge, skills, attitudes, and values as identified through instructional objectives and syllabus for each course, clinical experience, and field-based experience therein, together with the identification and specification of essential prerequisities—shall be submitted to the state department of education for approval at least every five years, or sooner if revisions are desired therein.

3301-25-03 Instruction

A. Instruction in all courses within each teacher education curriculum shall utilize a variety of appropriate instructional procedures which contribute to the effectiveness of teacher education students' preparation.

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B. Instruction will insure that all teacher education students shall be able to utilize effectively various types of educational media.

3301-25-04 Faculty

A. An administrator shall be employed and assigned adequate time to provide leadership and direction to the unit within the college or university having responsibility for teacher education. Said individual shall be:
   (1) qualified for such position by virtue of extensive academic preparation and experience associated with an approved or chartered school or school district, and higher education;
   (2) responsible for recommending certification of those teacher education students who have satisfactorily completed the requirements prescribed by the state board of education and the laws of Ohio; and
   (3) the college or university's official representative in working with the state department of education.

B. Specific faculty competence shall be evidenced for each field in which teachers are prepared . Each member of the faculty shall have academic preparation appropriate to each teaching and supervisory assignment.

C. Each member of the professional education faculty shall have had at least three years of satisfactory and appropriate teaching experience in an approved or chartered school or school district, or comparable experience for the services to be performed as may be approved by the state department of education, and shall maintain a current and knowledgeable relationship with elementary and secondary schools. In addition, each member of the professional education faculty responsible for teaching courses required for specific certificates shall have had at least three years satisfactory and appropriate experience related to such courses in an approved or chartered school or school district, or comparable experience in an approved setting.

D. The professional education faculty teaching load (including number of hours and students) shall be consistent with the established purposes and objectives of teacher education and shall provide faculty adequate time to advise and counsel teacher education students; work on various advisory, planning, development, and evaluation committees; and conduct research, write, and be involved in other such appropriate experiences as are required by the college or university as a whole.

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E. Part-time faculty should be utilized when there is a need for a special competence neither represented on the regular faculty nor requiring a full-time faculty member, or there is a need for temporary additional services in the areas of competence already represented on the full-time faculty. Where consistent with college or university policy, part-time faculty shall be involved as full-time faculty on various advisory, planning, development, and evaluation committees and may be assigned time to be available for advising and counseling teacher education students.

F. Professional education faculty shall be assigned in sufficient numbers to enable the planning, instruction, direction, supervision, evaluation, school liaison, advising and counseling required by the provisions of Chapter 3301-25 of the Administrative Code. The faculty/student ratio required to implement the provisions of Chapter 3301-25 of the Administrative Code will approximate one full-time equivalent faculty member for each fourteen full-time teacher education students. A full-time equivalent faculty member shall be assigned to plan, supervise, and evaluate student teaching experiences for each fourteen full-time equivalent teacher education students involved therein.

G. The professional education faculty at both the undergraduate and graduate levels, to the extent the purposes and objectives of teacher education are served thereby, shall represent a level of academic preparation and teaching load, and be accorded rank and salary at least commensurate with other faculty who teach baccalaureate courses and advanced degree courses, respectively. Planning, supervision, and evaluation of field-based experiences for teacher education students shall be considered equivalent to on-campus assignments.

H. This standard shall pertain to all faculty members employed by a college or university after the effective date of this standard.

3301-25-05 Teacher Education Student Services

A. Comprehensive teacher education student services shall be provided but not limited to:
  1. Orientation to:
    (1) teacher education;
    (b) characteristics, rules, regulations and policies of participating elementary and secondary schools;
    (c) resources available to assist in acquisition of the requisite body of knowledge, skills, attitudes, and values;

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- (d) career options available through teacher education;
- (e) employment potential, conditions, and salaries in the various career options;
- (f) professional rights and responsibilities;
- (g) teacher and other education-related organizations.

2. Individualized counseling scheduled on a regular basis throughout the college or university experience to provide for scheduling and review of courses or experiences predicated upon self-assessment, career objectives and needs assessment.
3. Maintenance of each teacher education student's cumulative record, which includes at least:
   - (a)career objectives,
   - (b) completed course work, and
   - (c) evaluations of course work including clinical and field-based experiences and hours completed.
4. Placement services for graduates seeking initial or subsequent employment in education.

B. Teacher education student services shall be conducted pursuant to published policies and procedures established within the college or university. Times available for the various teacher education student services shall be published and distributed to all teacher education students.

C. Only individuals who are qualified by appropriate preparation and experience shall be assigned responsibility for providing teacher education student services.

D. Individuals responsible for providing teacher education student services on other than a full-time basis shall be assigned time and facilities to provide such services.

3301-25-06 Facilities

A. Physical facilities, instructional materials, equipment, and other resources essential for conducting teacher education shall be provided.

B. The physical plant shall be designed to fulfill the college or university's defined purposes for teacher education, and shall provide for the safety and health of students and faculty.

C. The library shall support the instruction, research, and services pertinent to each teaching field in which teacher education students are prepared. The recommendations of professional education members, national learned societies, and education organizations shall be considered in maintaining and building the collection for each teaching field in which teacher

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education students are prepared. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangements of books and periodicals, and adequate hours of accessibility. Ample provision shall be made for utilizing newer developments in library services. The library shall be administered on a full-time basis by a professionally trained librarian.

D. Laboratories and laboratory equipment shall be available for instructional purposes for each teaching field in which teacher education students are prepared. The laboratories and laboratory equipment shall meet the standards as prescribed for approved or chartered schools by the state board of education with consideration of recognized professional guidelines.

E. Space, equipment, and staff shall be available for planning, recording, and evaluating experiences—such as microteaching, role playing, and other simulated activities.

F. An educational media center shall be maintained either as a separate unit or as part of the library. The center shall maintain hours of accessibility which support teacher education student learning, serve as a laboratory of material and educational media for instruction, and include: a wide array of books commonly used in approved or chartered schools; various types of educational media, such as maps, charts, pictures, films, video tapes, and recordings; various types of materials used in evaluation of learning; and curriculum patterns, courses of study and teaching units. Workshop facilities shall be provided for preparing new instructional materials, including access to electronic, photographic, and other equipment. Materials in the educational media center shall be classified and catalogued according to nationally recognized standards. The center shall be administered by a professionally trained person having experience in both the areas of education and educational media.

3301-25-07 Financial Support

A. Financial stability and resources for the accomplishment of announced purposes and procedures to meet teacher education and certification standards established by the state board of education shall be evidenced.

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B. A clear and accurate analysis of the college or university's financial status with special emphasis on adequate financial support of teacher education shall be presented jointly by the president of the college or university and the administrator responsible for teacher education in an annual financial statement to the state department of education at the close of each fiscal year.

3301-25-08 Evaluation

A. Continuous study, development, and improvement of teacher education shall be evidenced and supported by a well-defined plan of evaluation which shall provide for the follow-up of graduates.

B. Plans which are part of a design for total college or university development shall be formulated for the long-range development of teacher education.

C. Each college or university shall be evaluated at least once every five years by the state department of education. Said evaluation shall be conducted on campus and shall involve an evaluation team appointed by the state department of education that is broadly representative of the education profession, teacher education students, and interested citizens. The college or university shall provide for the necessary and essential expenditures of state department of wducation evaluations, except for transportation, room and meals of team members. The college or university shall prepare and file with the state department of education such financial and other reports as may be required for administrative and evaluative purposes.

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